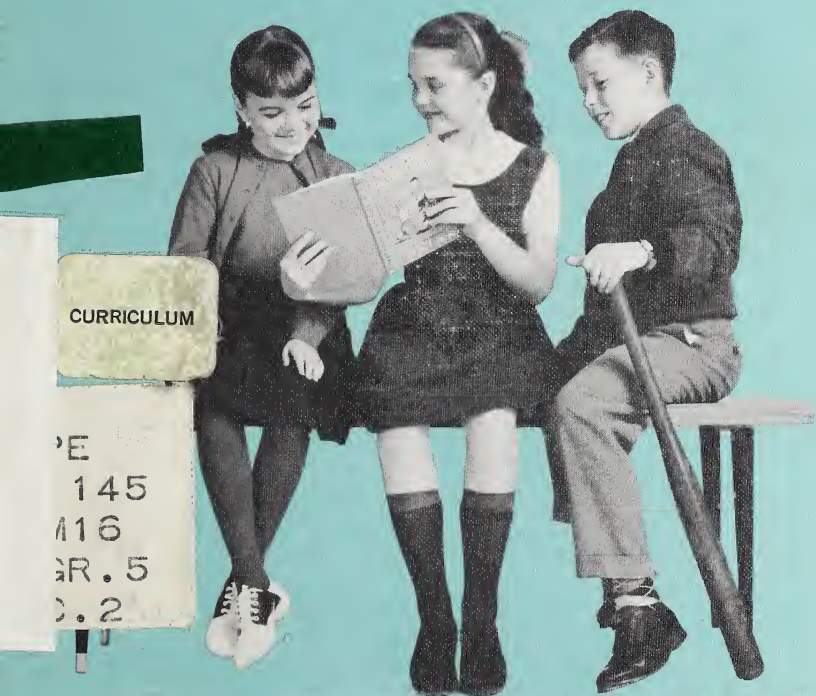



THE **MACMILLAN** **SPELLING** **SERIES**

5



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THE MACMILLAN SPELLING SERIES

THE MACMILLAN

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SPELLING SERIES

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THE MACMILLAN COMPANY OF CANADA LIMITED

TO THE TEACHER

The aim of instruction in spelling is to bring each pupil to the point where he spells correctly each word he writes. The seven books of the Macmillan Spelling Series, based on extensive research, are therefore designed to:

- Teach pupils automatic mastery of the words which they need to use in writing.
- Develop ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
- Help pupils acquire an efficient method of studying and mastering words.
- Develop self-dependence in spelling, in terms of ability to locate correct spellings and to check the accuracy of spelling.
- Develop pride and interest in spelling correctly.

This book consists of forty units, including seven review units. Three hundred and twenty-one words are listed, of the total basic list for the entire series of 2240. The words selected are those most frequently written by children: the basic list provides for about ninety-five per cent of the average pupil's needs. The words are grouped in such fashion as to aid learning and to allow for the development of spelling power well beyond the basic list through word analysis and word building. Since pupils vary widely in spelling aptitude and achievement, extra words for good spellers have been added from time to time, as well as special activities for poor and for good spellers in each review unit. Repeated attention is given to approximately 300 words which account for the great majority of all spelling errors.

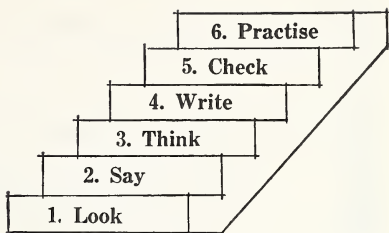
A Teachers' Edition of each book in this series is available. This consists of the Pupil Edition with interleaved pages of suggestions to teachers. Included, unit by unit, are such aids as guides for teaching and re-teaching difficult words, background material on the teaching of spelling, additional exercises for good spellers and for poor spellers, and further suggestions for relating spelling to other parts of the language arts programme.

No textbook can be an adequate substitute for a capable and imaginative teacher. The Teachers' Edition is meant to assist you in your vital work of teaching spelling as an essential communications skill.

The symbol (†) is used in the word lists beginning on page 101 to mark words that have alternative spellings. The alternative spellings and the page numbers of the words are provided on page 104.

TO THE PUPIL

HOW TO STUDY A WORD



Follow these six steps in learning to spell a word:

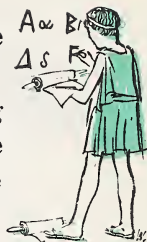
1. **Look** at the word.
 - Look at it from left to right.
 - Look at the letters from left to right.
2. **Say** the word.
 - Say the word carefully. Be sure to pronounce the word correctly and distinctly.
 - Say the letters to yourself.
3. **Think** about the word.
 - Does it look like any other word you know?
 - Does it sound like any other word you know?
 - Is it spelled in the same way?
 - Is there any unusual part which you should note carefully?
 - Close your eyes. Try to remember what the word looks like.
4. **Write** the word.
 - Write the word without looking at it in your list.
5. **Check** how you spelled it.
 - Did you get it right?
 - If not, look for the part of the word that was hard for you. Write the word correctly.
6. **Practise** spelling the word.
 - Start again at step 1, until you are sure that you can spell the word correctly.
 - Write a sentence using the word. Check the spelling in the sentence.

OUR ALPHABET



A few thousand years separate these two pictures.

A boy from ancient Greece is writing the letters of the Greek alphabet. The first two letters he has written are called **Alpha** and **Beta**.



What does this tell you about the origin of the English word **alphabet**?

The boy from ancient Greece learned to spell his words as you are learning to spell your words today. Spelling is joining letters of the alphabet to make words.

1. Write the capital letters of our alphabet. Write the small letters. How many letters are in our English alphabet?

Now look at these words:

bent

rip

canal

dust

exit

yell

level

lip

plank

drug

tank

drill

model

tramp

list

map

print

As you pronounce each word carefully, think of the letters you hear in it.

2. The words in this list are easy to learn. Study each word by following the six steps on page 5.

3. Write the five common vowels of the English alphabet across the top of your page. Under each of these vowels write the words from the list that have this vowel. Which word will be written in two different lists? Why?

Hear the vowel in each word as you say it. Each vowel in these words has a short sound. Mark all of the vowels short like this.

What letter in the alphabet is sometimes a vowel and sometimes a consonant? Is it used as a vowel or as a consonant in **yell**? Write **yell**.

Say these six words to yourself: **tank, dust, drill, plank, tramp, print**. In each of these words there are two different consonants together. Pronounce each word carefully and listen to the consonant which comes first and to the one which comes second. Now write each of these words, drawing a line under the two consonants.

4. Look carefully at the words in the list.

Write:

- a. Two pairs of words that rhyme.
- b. One word that is spelled the same forward and backward.
- c. Three words that have just three letters each.

5. Write a word from the list that means:

- | | |
|------------------------|--------------------------|
| a. not slanting | e. to walk heavily |
| b. to tear | f. a large piece of wood |
| c. a passage for boats | g. to make a hole |
| d. not straight | h. a part of one's mouth |

6. a. **Something to learn**

The alphabet of the Hawaiian language has just twelve letters.

b. **Something to do**

Find out how many letters there were in the old Greek and Latin alphabets.

Find out if there are any languages which have no written alphabets.

7. Begin now to keep two special lists of words. Name the lists **My Hard Words**, and **My Extra Words**.

After each unit, write correctly in your list, **My Hard Words**, any words that you have found especially hard. In your list, **My Extra Words**, write any new words that you like to use in writing.

OUR LANGUAGE

Some English dictionaries list over 600,000 words of our language.

Many of the words in our English language are formed from words in other languages. English words have come from such languages as Latin, Greek, French, and Spanish. We say that our English words come from, or are **derived** from, words in other languages. Our words are **derivatives** of words in other languages. The stories of words are often very interesting. These stories are called the **derivations** of words.



- **telephone** is a word made from two Greek words: **tele** meaning far off, and **phone** meaning sound or voice.
- **inch** is a word made from a Latin word meaning the twelfth part.
- **rush**, which means to move quickly, came from a word in the old French language.

shed
theft
whose
French
rush
whole
such
telephone
shelf
chest
weather
fourth
inch

1. In the English language, letters are sometimes joined together to make new sounds.

c, p, s, t, w, are often joined to the consonant **h** to make the new sounds **ch, ph, sh, th, wh**.

Look at the words in this list. Each word has a pair of these consonant partners.

2. Write **ch, ph, sh, th, wh**, across your page. Under these consonant partners write the words from the list in which these consonant partners are found.

bother
nephew

shin
chew

Underline the consonant partners in the words in each column. Say the words in each column to yourself. What new sound does each pair of consonants make?

Notice as you pronounce the two words in the **wh** column that the **wh** is more than just the **w** sound. **Wh** is a breath sound. Say these other words: **why, where, what, when**. Feel the air as you say the **wh** sound in each of these words.

3. Eight of the words in the list have just one vowel each. Write these eight words and mark each short vowel. Draw a line under the consonant partners.

Four of these words have two other consonants together. Write these four words and listen for these other consonants. Listen for the consonant which comes first and the consonant which comes second.

4. Why is French spelled with a capital letter? Now write:
- the name of the language you speak.
 - the day and date of today.
 - the province and country in which you live.

Why did you use capital letters in each of your three answers?

5. Write the name for each of the objects in the pictures:



From your list select and write the word which means:

- a. to hurry, b. after third, c. all, d. a language.

6. **Shed** has two meanings which are almost opposite to each other. **Shed** can mean a shelter or covering, and **shed** can also mean to put off a covering.

Use **shed** in your answer to these questions:

- Where are the garden tools kept?
- How do snakes get rid of their old skins?

7. Look out of your classroom window. What is the weather like? What weather report should the weather man have written yesterday for today's weather? Write his weather report.

Proof-read everything you write.



VOWELS SAY THEIR NAMES

1. Say these pairs of words to yourself:

bit — bite

can — cane

What difference in sound does the change in spelling make?

Often a single vowel in a word has a long sound (says its own name) when the word ends in an **e**.

wire

cane

tire

joke

grave

awoke

excuse

brakes

plate

vine

scene

taste

stage

alone

bare

sale

file

2. Write the words with:

a. the long \bar{a} sound

d. the long \bar{o} sound

b. the long \bar{e} sound

e. the long \bar{u} sound

c. the long \bar{i} sound

Mark each long vowel $\bar{}$ and circle each silent final **e**.

3. Write the words in the list that have three vowels each.

Mark the vowels as long $\bar{}$, short $\acute{}$, or silent **e**.

4. Write words from the list that are often used when talking or writing about: **a. eating**, **b. cars**, **c. a show**, **d. electricity**, **e. being late for school**, **f. a lame person**.

5. **a. Wire** has several different meanings. It can mean a thread or string of metal; it can also mean what an electrician does to a new home.

Why do you suppose a telegram, which is sent quite a distance, is sometimes called a **wire**?

Write the word **wire** and show that you know two of its meanings.

b. **Tire**, too, has at least two very different meanings. Write the word **tire** and show that you know two of its meanings.

6. Write each of these words and beside each word, write the other forms using the endings **s**, **d**, **ing**: **joke**, **tire**, **taste**, **excuse**, **wire**. What happened to the final **e** when you added **ing**?

7. Most of the words that you have studied in Book 5 have had just one vowel sound each. These words are said to have just one syllable. What, then, is a syllable?

Three words in Unit 3 have two vowel sounds each. How many syllables would each of these words have?

Write these three words. Pronounce them carefully and slowly. Draw a vertical line to separate the two vowel parts or syllables that you hear.

8. Remember:

a. **sale** is connected in meaning with selling.

Write **sell** and **sale**.

b. **scene** is a picture or a view. Watch the silent consonant **c**. Sometimes **ry** is added to **scene** to make another word similar in meaning. Write this new word.

c. **brakes** are parts of cars or bicycles to make them slow down or stop. Write the singular form of **brakes**.



9. Who are you? Write a short story about yourself, beginning with this sentence, “My name is”. Continue your story by telling where you live, what school you attend, your grade, your hobbies or your interests.

THE VOWELS AND r



Often a vowel and the letter **r** are found together in a word. How many words with vowels joined to **r** can you find in the last sentence? Write these words and draw a line under the vowel and **r**.

Notice that the vowel and **r** together have an **r** sound. Notice also that this sound is somewhat different each time that **r** is joined to a different vowel.

enter

sir

horn

burn

fork

surprise

doctor

birch

barrel

serve

toward

nurse

order

fir

carpenter

organ

border

1. Write the words with **ar**, with **er**, with **ir**, with **or**, and then with **ur**. What word was written twice? Draw a coloured line under the vowel and **r** in each word. Pronounce each word carefully.

2. Make new words

Replace the underlined letter in each word with each of the letters under the word. Write these new words and pronounce them carefully.

burn

a, o

serve

n, sw

fork

c, p, w

horn

c, m, t, w, th

burn

t, ch

nurse

p

3. a. From the words that you have made in Exercise 2, write the words that mean a vegetable, a part of a rosebush, a farm building, something in which you keep money, the early part of a day.

b. Write the words from the list that mean a polite word to use when speaking to a man, two people who care for the sick, to go in, a kind of tree.

4. Six words in the list have two vowel sounds each. Write these six words and divide them into syllables with a vertical line. Remember these two guides for dividing a word into syllables:

- **first**, when two consonants are together in the middle of a word, the word is usually divided into syllables between the two consonants, as **for** | **ty** (**forty**).
- **second**, when one consonant is between two vowels in a word, the word is usually divided into syllables just in front of the consonant, as **pu** | **pil** (**pupil**).

5. Write in alphabetical order the words from the list that begin with **b**. Write in alphabetical order the words that begin with **s**. Remember to use the second letters in alphabetizing words, when the first letters are the same.

6. Surprise!

Use this word as the title for a story about this picture. Tell what you think happened *before* this picture, what was happening *in* the picture, and what happened *next*.



Draw a line under each vowel that is joined to **r** in the words in your story.

7. In a large dictionary you can learn how our words were first made. The word **sir** might appear in your dictionary this way:

sir — **ME** fr **OF** **sire** fr **L** **senior**—older, an elder or elderly person (a man).

This means that the word **sir** is from Middle English and was taken from the Old French word **sire**. **Sire** was taken from the Latin word **senior**, which meant older, or an elder or elderly person.

CANADIAN AUTUMN

Every fall, Canadians think of the many things in our country for which to be thankful. The harvest is in from the fields; the fruit is ripe and has been picked from the trees; vegetables have been gathered from the gardens.

All nature seems to celebrate this pleasant season. Leaves have changed to red and yellow; wild geese are flying south. This is perhaps the most beautiful time of the year.

1. a. In what month do Canadians celebrate Thanksgiving Day?
b. What are some of the things for which Canadians can be thankful?

nature
please
across
Canadian
leaf
celebrate
perhaps
harvest
month
pleasant
ripe
notice
pleasure

owe
bushes
pumpkin
geese

2. a. Four words in the list have one syllable. Write these four words in alphabetical order.
b. One word has three syllables. Pronounce this word carefully to yourself. Notice that the consonants **b** and **r** stay together as you say the word. Write this word and divide it into syllables.
c. **Nature** and **notice** have two syllables each. In the middle of each word is a single consonant between two vowels. Where should you divide these words? If necessary, refer to p. 13. As you pronounce each of these words, notice that the consonant is sounded with the vowel that follows it. Write these two words and mark the syllables. Write them again.
d. How many syllables have **perhaps** and **harvest**? Where are these two words divided into syllables? Write these two words and mark the syllables. Write them again.

3. How many vowel sounds do you hear in the word **Canadian**? Remember that a single consonant is usually sounded with the vowel that follows it. Remember, too, that **i** and **a** which are together in the word **Canadian** are pronounced separately. How many syllables has the word **Canadian**? Write **Canadian**, and mark the syllables.
4. a. Write **harvest**, **month**, **notice** and **pleasure** and beside each write its plural.
b. Say the word that means more than one leaf. Notice that the **f** sound changes to a **v** sound. Write the plural form of leaf. Change the **e** in leaf to **o**. Write the plural of this new word.
5. a. Add **ing** to each of these words: **please**, **celebrate**, **notice**. What happens to the final **e**?
Use one of these new words to tell about a holiday.
b. Add **ly** to **month** and to **pleasant**. Use one of these new words to tell about school.
c. Write **un** in front of **pleasant**. Use this new word to show how **un** changes the meaning of **pleasant**.
6. Write the two words in which **c** is pronounced **s**. What sound does the **c** have in the other words with **c**?
7. Write the words in which these consonants are together: **pl**, **st**, **br**, **cr**. Pronounce these four words carefully to yourself.
8. The story of the first Thanksgiving has been told many times. Write a story about a Canadian Thanksgiving that you remember.



Write neatly. Proof-read every word you write!

LET'S LOOK AGAIN



Look

say

think

write

check

practise

Remember to study your words by climbing these six steps.

nature

telephone

Canadian

doctor

harvest

celebrate

nurse

whose

notice

scene

level

excuse

please

French

fourth

perhaps

across

surprise

birch

pleasant

weather

pleasure

toward

whole

enter

1. From this list write:

a. all the words in which the consonant **h** is combined with **c**, **p**, **t**, or **w**. Draw a coloured line under the consonant combination.

b. nine words that have the letter **c**. If the **c** is joined to **h**, draw a line under **ch**; if the **c** sounds like **k**, print a small **k** above it; if the **c** sounds like **s**, print a small **s** above it; and if the **c** is silent, draw a circle around it.

2. From the list write:

a. a word with four syllables. Mark the syllables. Write the word again.

b. the eight words with just one syllable each.

3. Write a word from the list that:
- a. means **maybe**.
 - b. names a tree.
 - c. means **agreeable**.
 - d. means the opposite of **slanting**.
 - e. means **to come in**.
 - f. means **to frighten someone**.
4. a. Write in alphabetical order all the words in the last column.
- b. Write in alphabetical order all the words beginning with **n**.
5. Many of these words end in a silent **e**. Write all of these words and draw a circle around the silent final **e**. If the other vowel just before the silent **e** is long, draw a line above it.
6. **Make new words**
- a. Use **ing** with **celebrate, telephone, please, surprise, notice, enter**.
 - b. Use **s** with **nurse, excuse, Canadian, surprise, doctor, notice, scene, harvest**.
 - c. Use **al** with **nature**; **ly** with **pleasant**; **ry** with **scene**.
7. a. Use each of these words and another word from the list to tell of some happening: **excuse, Canadian, harvest, pleasant**. Draw a line under both words from the list as you use them.
- b. Write the word **weather**, and after it write three or four other words that come to your mind when you think about **weather**.
- c. Do the same with the word **harvest**.

REMEMBER to look again at your own list, My Hard Words. Be sure that you can spell them correctly by climbing the Six Steps for each of them.

Extra Help

1. Write the words in which you see:
 - a. ar, er, ir, or, ur,
 - b. ate, ant, no, phone, cross, sure, ease, to, four.Draw a box around each of these parts.

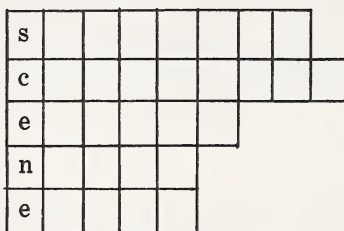
2. Write words in which these consonants are together:
br, cr, fr, pr, pl, st.

Underline each of these consonant blends. Hear these consonant blends as you say each word.

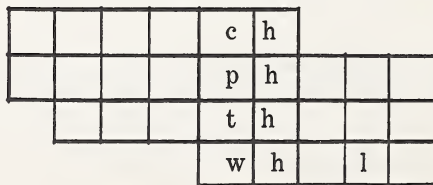
3. Write the words in which you see:
 - a. an a that is silent.
 - b. an a that is short.
 - c. an a that is long.

Mark each a to show what kind it is.

4. On your paper write the words from the list needed to complete this puzzle. What word is spelled by the letters already filled in?



Write the words from the list needed to complete this puzzle:



5. Write the word, or words, that
 - a. name some people.
 - b. names a language.
 - c. means before fifth.
 - d. is often used in questions.
 - e. means all.
 - f. means on the other side.
 - g. means possibly.

For Good Spellers

1.
 - a. The people of Canada are called Canadians. What are the people of these countries called: Italy, Japan, the Philippines, China, New Zealand, Egypt?
 - b. What language is usually spoken in Paris? Moscow? Copenhagen? Oslo? Berlin? Toronto?
 - c. In what countries do these people live: the Swedes, Dutch, Greeks, Mexicans, Spanish, Swiss?
2. Write the numbers from one to ten. Beside number **four** write **fourth**. Write the corresponding words beside the other numbers. Often **fourth** is shown by writing the number 4 and adding the last two letters of fourth to 4, like this: 4th. Now write the short forms for the other words like **fourth**, by following this practice.
3. Make a list of:
 - a. crops that are harvested in Canada.
 - b. fruits from Canadian orchards.
 - c. fruits and vegetables grown on bushes and vines in Canada.
4. The **birch** is a tree found in Canada. Make a list of other Canadian trees. Some trees are green all year; these are called evergreens. Other trees lose their leaves every fall. Find the name for this second kind of tree. Now list your trees under these two kinds.
5. **Please** is the root word of some other words in the list. Write these words. Make other new words by using the prefixes **dis** and **un** with these other derivatives of **please**.
6. What will your occupation be when you grow up? Perhaps a **doctor** or a **nurse**? A **doctor** is in medicine and a **nurse** in nursing.

Make a list of other occupations that you might like, and beside each occupation write the name of the person who does this type of work.

VOWEL PARTNERS

When two vowels go walking,
The first does all the talking.



Many girls and boys learned this little rhyme in the primary grades. It is quite true much of the time. Look at these words:

real
paid
beans
throat

gain
spear
laid
clear
straight

heat
raise
peaches
maid

measles
cocoa
hail

1. Write all of the words in which you see the vowel combination **ai**. Say each word to yourself. Which vowel do you hear? Which sound, long or short, of the vowel do you hear? With your coloured pencil, mark the kind of vowel sound you hear and draw a circle around the vowel you do not hear. This vowel is silent.

Do the same with the words that have the vowel partners **ea** and **oa**.

2. Three words in the word list rhyme. Write these three words. Another two words also rhyme. Write these two words.

3. Write these letters in alphabetical order down your page:
p, p, m, h, b, r, r, l, t, g, c, s, s.

Use these letters as the first letters of the words in the list and write the words in alphabetical order.

4. On your paper write words from the word list needed to complete this puzzle:



1. a girl servant
2. not cloudy
3. part of one's neck
4. fruit
5. not crooked

5. Make new words

paid	— d	+ n	=	+ t	=
clear	— r	+ n	=	+ ing	=
spear	— r	+ k	=	+ ing	=
maid	— d	+ l	=	+ ed	=
real	— l	+ d	=	+ er	=

6.
 - a. Add **ed** and **ing** to **gain**, **clear**, **heat** and **raise**.
 - b. Add **en** to the words **straight** and **maid**.
 - c. Add **ly** to **real** and **clear**. Write **really** again, and underline the double letter.
 - d. Sometimes new words are formed by placing letters in front of words. When **un** is written in front of a word, **not** is added to the meaning of the word. Write new words meaning **not real** and **not paid**.
7.
 - a. **Beans** and **peaches** are plural. Write the singular of each of these. Write the plurals of **throat**, **spear**, **maid**.
 - b. **Paid** and **laid** are words that tell of something that happened in the **past**. What are the forms of these words that show the same action happening now or in the **present**? Add **ing** to both of these words.
8. Test yourself on each word in the list.
 First — LOOK QUICKLY. Second — COVER. Third — WRITE. Fourth — CHECK.

TRICK OR TREAT



On what date each year do we celebrate Hallowe'en? The words in this unit could all be used to tell of happenings at Hallowe'en.

ghost
scream
suppose
powder

scared
clothes
escape
appeared
quiet

sheet
awful
owner
wore

Hallowe'en
witch
owl
shadow

1. To a plant or a tree, the root is the beginning. From the root spring the stem, branches, flowers and leaves. To a word, the root word is the beginning of many other words. From this root word, many other forms of the word are made.

a. From what word is the word **owner** formed? Write **owner**, and beside it write its root word. Write **appeared** and **scared**, and beside each write its root word.

b. Knowing root words is helpful in spelling. Larger dictionaries usually give the roots of words.

- **awful** — the root word is the word **awe**, which means fear or dread. When the ending **ful** is added to **awe** to make a word meaning full of fear or dread, what happens to the final **e** of **awe**? Why? Write **awful**, and beside it write its root word.
- **clothes** — the root word is the word **clōth**, which means a fabric. To put **clōth** on to cover oneself, add **e** to **clōth** to make the word **clōthe**. Thus, to **clōthe** oneself used to mean to cover oneself with **clōth**.

Write **clothes**, and beside it write its root word. Mark the vowel **o** long or short.

2. a. Three words have the sound of the long vowel **e**. Write these three words, marking the long **e** and circling the silent vowel that follows it.
- b. Two words have **ow**. Write these two words and notice the different sound of **ow** in each word.
- c. One word has a long **i** sound. Write this word, mark the long **i** and mark the **e** as you hear it when you say this word. Add **ly** to this word and use the new word to tell how you should act in a library.
3. Write **dis** in front of **appeared** to make a word that means the opposite of **appeared**. What ideas do you have when you think of this new word along with **appeared** and **ghost**? Write about these ideas using all three of these words.

Do the same with **wore**, **clothes** and **owner**.

4. Remember:

- the silent **h** in **ghost**.
- the **u** after **q** in **quiet**.
- the two vowel sounds in **quiet**.
- the double consonants in **suppose** and **appeared**.



5. Pretend that you once dressed as a ghost on Hallowe'en. Write a short story telling about the costume you wore, and what you did.

Proof-read your story for correct spelling. Write neatly.

With all the fun and noise, it is hard to believe that the word Hallowe'en really means a holy evening — the holy evening before All Saints' Day, November 1. This is the holy day on which people remember the saints who have died.

6. **Something extra to do:** Find out why Hallowe'en, a holy evening, has become an evening of fun and scares and costumes.

HEALTH IS WEALTH



Many people help you to be healthy. You must help yourself and others too. Remember this jingle:

“When you cough or sneeze or sniff,
Do it in your handkerchief!”

1. What does “Health is wealth” mean? In your own words tell briefly what you think it means.

protect
spread
cough
against

everybody
carelessness
illness
disease
handkerchiefs

cause
it's
too
absent

duty
flu
discover

2. Write the words that have two syllables, and divide them into syllables. Write them again.

3. Write the root words of **illness** and **carelessness**.

How does the ending **less** change the word **care**? What would be added to **care** to mean “with care”? Write this word.

Notice that **ness** changes each of these words, **ill** and **careless**, from a describing word to a naming word, from an adjective to a noun.

an ill person + **ness** = illness of the person.


Add **ness** to these words: awful, bold, clear, pleasant, quiet.

4. Write:

- a. the word that has an **f** sound made by two other letters. Underline these two letters.

- b. the word with **ch**.
- c. the words with **pr** and **spr**.
- d. the words that end in **t**.
- e. the word that can mean **also**.

5. Add **s**, **ed**, **ing** to each of these words: **protect**, **cough**, **cause**. Remember the final **e** of **cause**.

6. a. Write the words from which **it's** is made. What letter does the apostrophe replace?
- b. Write **he is**, **she is**, and beside each, write the shorter form using the apostrophe.
- c. Write these words, and beside them write their longer forms: **I'm**, **you're**, **we're**, **they're**. Notice the letters that are replaced by the apostrophe. Remember when letters move out of a word to make it shorter,  often moves in to fill the space.



7. On this honour shield are the names of some of the health leaders of this world.



Write a short story telling how one of these persons helped the health of the world. This may be your chance to use some words from your special list, **My Extra Words**.

- **PROOF-READ CAREFULLY.** A good proof-reader finds all spelling mistakes.

Cough is a most interesting word. It has been in the English language for centuries, but it was probably invented to imitate the actual sound of a person coughing.

There are many words in English which sound just like the thing they are: The **pop** of a bursting balloon, the **splash** of a diver, a **whisper**. Be on the watch for other words like **cough**.

THE VOWEL TWINS



Of the vowels in our alphabet, just **e** and **o** are seen as twins, **ee** and **oo**, in English words. The words in this unit have these twin vowels.

1. Write the words that have the twins **ee**. Pronounce each word carefully. Write the words that have the twins **oo**. Pronounce each word carefully. Notice that **oo** can have different sounds in different words.

The vowel sound in **loose** is called long and is marked **ōō**. The vowel sound in **good** is called short and is marked **oõ**. Mark the vowel sound in the **oo** words.

2. Write the word that:

- a. goes with thread.
- b. names a metal.
- c. means not tight.
- d. names a bird.
- e. means a talk.
- f. is part of one's foot.
- g. means hammers and wrenches.
- h. means a loud shout.

cheer
goose
heel
needle
balloon
steel
loose
speech
seemed
good-bye
tools
eighteen
nineteen

fool
seek
blood
beets

3. Write **needle**, **balloon**, **eighteen** and **nineteen** in syllables.

Remember:

- your ear should tell you where to divide words into syllables.
- a syllable has just one vowel sound.
- in a word that ends with **le**, the consonant in front of **le** begins the last syllable.

- in a word that has two consonants together between vowels in the middle of a word, the word is usually divided between the two consonants.
4. **Singular and plural**
- a. One word in the word list is plural. Write this word and beside it, write the singular form of this word.
- Usually singular words are made plural by adding just **s**. Write these singular words in a column: **cheer, heel, needle, balloon**. Beside each of these words, write its plural.
- b. Singular words that end in **ch, sh** or an **s** sound, are made plural by adding **es**. Write these words in a column, and beside each word write its plural: **bench, bush, inch, kiss, box**.
- c. Only the singular word **goose** in our list is made plural in a different way. Write the plural form of **goose** by using another set of twin vowels in place of **oo**. Write **tooth** and make it plural in the same way.
5. The numbers from 13 to 19 are called the **teens**. Write these numbers, and beside each write the word for the number.
- a. Remember that the word for 19 has the full word for 9 before **teen** is added. Write the word for 19 again, and draw a line under the word for 9.
- b. Remember that the word for 18 has just one **t**. Write this word again.

DID YOU KNOW?

Many years ago, good-bye meant God-be-with-ye. It asked for God's blessing on the person to whom one was saying farewell. Good wishes are important today, too. Think of this when you use the word **good-bye**.

6. Some twins look very much alike. Tell the story of the twins, John and Bill, in these three pictures.



ONE AND ONE MAKE ONE

While this title is not true in arithmetic, it is quite true of many of our English words. One word is often added to another word to make one new word.



down + stairs = downstairs

fire + place = fireplace

These longer words **downstairs** and **fireplace** are called **compound** words. Notice that there is no mark of any kind to show where the two smaller words were “glued” together.

Look at the **compound** words in this list:

1	2	3	4	
railroad	midnight	already	television	codfish
fireplace	instead	almost	telegram	telescope
basketball	maybe	wherever		streamlined
airport	downstairs			kindergarten

1. a. The words in Rows 1 and 2 have been made from smaller words without any changes. Write these words and separate each word into its two smaller words.
 - b. In Row 3, the **compound** words are shorter because a letter is dropped when the two small words are joined. Write each of these words and beside it, write the words from which the **compound** is made. Draw a line through the letter that is dropped. Does the dropping of the letter change the pronunciation?
 - c. In the words of Row 4, **tele** is not an English word but we know its meaning in the Greek language. In Unit 2 you learned what **tele** meant. **Gram** comes from a Greek word that means **something written**. Now you know what **telegram** means.
- Write the words in Row 4.

2. Join each word from Group 1 to a word from Group 2 to form a compound word. Make any changes that are necessary.

Group 1

fire all mid
basket air all
rail where down

Group 2

ever road port
most stairs place
night ready ball

3. Think of other compound words

- Write the word that is the opposite of **downstairs**.
- Write the words that are names of other sports by using **foot** and **base** and **soft**, in place of **basket** in **basketball**.
- Write the word that means the opposite of **midnight** by using **mid** with another word. What is another name for this time of day?

4. Tell a story about this picture. Write the story in three parts:
What happened before the event in the picture.
What is happening in the picture.
What happened next.



DID YOU KNOW?

Kindergarten is a compound word that has been taken directly from the German because it was a German who started kindergartens. **Kinder** means **children**, and **garten** means **garden**.

Why do you suppose the word **garden** was used instead of **school**?

LET'S LOOK AGAIN



1. Write the words of Row 1 in alphabetical order.

How many vowel sounds are in each of these words? How many syllables are in each word?

Row 1	Row 2	Row 3
raise	suppose	handkerchiefs
cause	absent	everybody
speech	disease	wherever
paid	quiet	already
ghost	escape	eighteen
straight	protect	telegram
loose	balloon	railroad
cough	appeared	downstairs
		basketball

2. Write the words of Row 2 in syllables. Mark each vowel long—, short ~, or silent ○.

Use your dictionary to check your work.

3. What kind is every word in Row 3? Write each word in Row 3, and beside it write the two words from which it was made. Remember a letter from one of the two words may have been dropped when the new form was made.

4. In Row 1:

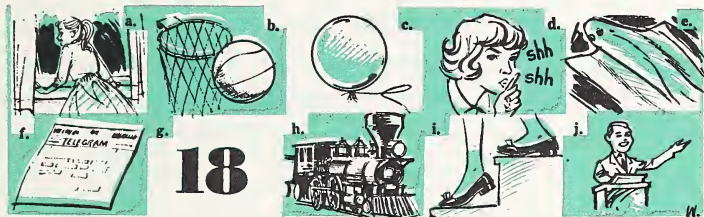
- Find a word that can use one of these endings: **n**, **en**, **es**. Write the word and then write it with the ending.
- Find three words to which **ing** can be added. Add **ing** to them, remembering what happens when the root word ends in silent **e**.
- Write two words to which **ly** could be added. Write the words which are formed by adding **ly**.

d. Write **un** in front of one of the words to make a new word meaning the same as **owing**.

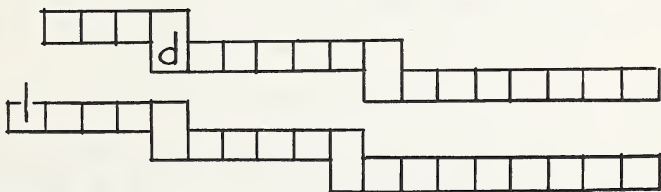
e. Which word means **unable to say anything** when less has been added to it? Write the new word.

5. From Row 3, write the words that contain the following smaller words. **tele**, **ever**, **down**, **every**, **hand**.

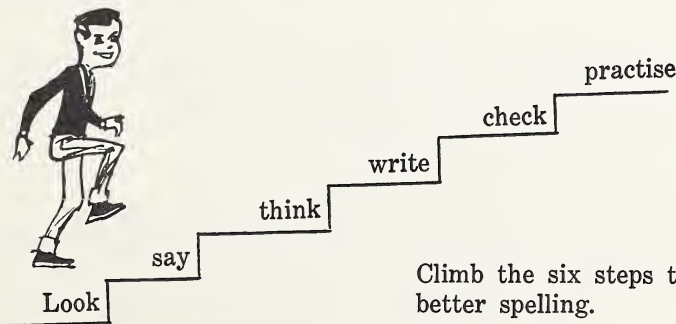
6. Write the word from the list that is suggested by each of these pictures:



7. Use words from the list to complete these chains on your paper. The last letter of one word is the first letter of the next.



8. Remember:



Extra Help

1. Write:

- a. the five words that have **ai**.
- b. the four words that have twin vowels.
- c. the four words that have **g** and **h** together.
- d. the four words that have a **long ō** sound.
- e. the three words that have **ea**.
- f. the three words in which **c** or **w** is joined to **h**.

Use your coloured pencil to draw a box around these special letters. Check to see that you have spelled each word correctly.

2. Write:

- a. words that mean the opposite of:
crooked, noisy, no one, tight.
- b. words that mean the same as:
sickness, away, a talk, to think or imagine.

3. Write words that have the following: **gh**, **qu**, **ee**.

4. Many of these words have consonant blends. Write the words from the list that have these consonant blends: **nt**, **pr**, **gr**, **st**, **str**, **nd**, and draw a line under each blend.

5. From the list find and write the word that:

- a. is the longest word with just one syllable.
- b. is the shortest word with two syllables.
- c. has the most syllables.
- d. has three vowels together.

6. From the list find and write the words in which you can find these smaller words:

pose, teen, sent, ready, road, basket.

For Good Spellers

1. a. Write two other compound words that use the underlined words in each of these compounds:
everybody, eighteen, wherever, telegram, basketball.
b. To the person who works with chemicals and metals, the word **compound** means **composed of more than one substance**. Water, table salt, air, and steel are compounds. Find what substances make up each of these compounds.
2. Over one hundred years ago Samuel Morse invented a code that made telegraphic messages possible.
 - a. Write a short story with the title, "I Am a Telegram", and tell how you carry a message from one place to another.
 - b. Make a copy of the Morse Code.
 - c. Write four words of the list in Morse Code. Perhaps you might exchange these coded words with other pupils in your class.
 - d. Find and write three words which have **graph** somewhere in them.
3. **Basketball** is a team sport with many players on each side. **High jumping** is a sport in which one person alone competes against other individual players. Make two lists, Team Sports and Single-Player Sports, and under each heading write the names of four or five sports.
4. The **balloon** was one of man's first flying machines. Write the names of other flying machines that man has invented over the years. Write other words that are connected with flying, such as **pilot**.
5. The names of **diseases**, like **pneumonia**, are interesting to learn to spell. Write the names of four or five other diseases. Use your dictionary to check your spelling. Which diseases are still very serious?

SPELLING IN ARITHMETIC

Just as the auto mechanic must know the names of the many parts of a car, so we must know the special names and words that are used in our school work. There are many special words for special subjects. The words in this unit are often used in the arithmetic class.

count

arithmetic

question

subtract

million

divide

addition

multiplication

figure

product

amount

division

mistake

thousand

check

plus

problems

1. **Count** the number of vowel sounds that you hear as you say these words:

arithmetic, addition, million, question.

Divide each of these four words into syllables.

Check your answers by using your dictionary. Correct any mistake.

2.
 - a. Three words have the vowel combination **ou**. Write these three words and underline **ou**. Notice that **ou** sounds the same in all three words.
 - b. Three words have long vowels because each word also has a silent **e**. Write these three words. Mark the vowel long, and circle the silent **e**.
 - c. Three words end in the same three letters. Write these three words, drawing a line under the last three letters.
3. Words beginning with **l** are usually in the middle of your dictionary.
 - a. On the left side of your page write the words from the list which would come in the front part of the dictionary. On the right write the words which would come in the back part.

b. Count the number of words from the list that are in each part. Write your answers in words.

4. a. Write each of these words, and beside each word write its plural form: **question, amount, million, mistake, figure.**

b. Add **ing** to each of these words: **question, divide, figure, count, check.**

c. **mistake + n =** **addition + al =**

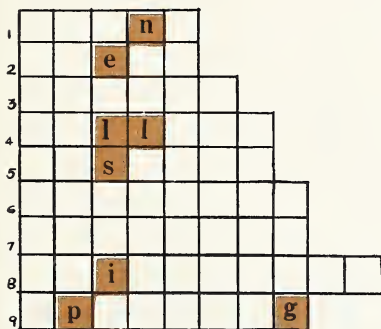
product + ion = **un + answer + ed =**

million + aire =

Use your **first** answer in each column to show that you know the meaning.

5. An arithmetic-spelling puzzle

Write the numbers 1 to 9 down your paper. Beside each number write the word needed for this puzzle.



1. the first arithmetic you learned

2. always do this in arithmetic and spelling

3. ÷

4. 1,000,000

5. a wrong answer

6. 1,000

7. a ?

8. a school subject

9. a school subject spelled by the letters in the coloured squares.

6. Correcting a mistake

Use this as the title for a story. A girl has just noticed that she received too much change at the store. Tell what she did and how she and the storekeeper felt.



CAROLS IN DECEMBER

Many of the words in this list are connected with the music of Christmas.

		special		
lessons	piano	piece	eighth	carols
shepherd	led	voice	lead	angel
written	interesting	leader	believe	especially

1. Interesting things to know about these words:

Carol — at first meant a dance and probably came from the old French word, **caroler**, which meant **to dance**. Later **carol** came to mean the happy music for a dance. What does **carol** mean now?

Angel — is a word that has come through many languages before reaching us — Old French, from Latin, from the Greek word **angelos**, which meant a **messenger**.

Piano — is an Italian word meaning **soft**. **Forte** is an Italian word meaning **loud**. Both of these words are used in writing music. About three hundred and fifty years ago, a musical instrument was invented called the pianoforte. Today this instrument is called the **piano**. Why do you suppose the name **pianoforte** was given to the first piano?

2. The letters **un**, when written in front of a word, often mean **not**. Write the words that mean **not interesting** and **not written**. Use one of these words to tell why some game is not very interesting.

3. **Lead** has two pronunciations, l ē @ d and l ě @ d.

a. Write **lead** meaning to guide: The music teacher will **lead** the choir. Mark the vowels as long $\bar{}$, short $\acute{}$, or silent \bigcirc .

b. Write **lead** meaning a metal, as a **lead** pipe, or a **lead** pencil. Mark the vowels to show the correct pronunciation.

4. **Led** is pronounced with a short vowel **ě**, as **lěd**. This word is used this way: Yesterday, the music teacher **lěd** the choir. **Lěd** talks about something that happened in the past. **Lěd** is thus called the “past tense” form of **lēad**. **Lead** talks about something happening now, in the present. **Lēad** is called the “present tense”.

a. Write these forms of **lead** and **wrote**: the present, the past and the past with the helper **have**.

b. To name the person who **leads** or who **writes**, add **er** or **r** to the present tense forms of these words.

5. a. Two words have an **s** sound that is not made with the letter **s**. Write these two words and draw a line under the letter that has the **s** sound.

b. Write the two words that have an **e** sound formed by **ie**. Draw a box around the two letters.

6. Some riddles

What word am I?

- I come after seventh.
- I play a piano, and am formed from a word in the list.
- I am what shepherds do, and can be found in the word shepherd.

7.



Pretend that you are the leader in the picture of children singing carols. Write a story telling of something surprising that happened.

You might begin your story this way, “Once my friends and I decided to do some carol singing. . . .”

LET'S ALL SAY \bar{a} 

The long \bar{a} sound can be made in many different ways in English. The vowel combinations in this picture all say \bar{a} in the words of the list. Read the words of the list and notice the letters that make the \bar{a} sound in each word.

freight

located

remain

dairy

shape

trail

shade

eraser

case

obey

break

share

sailor

paste

acres

slave

reindeer

- Write the words in the list under these headings:

\bar{a} — ai, \bar{a} — ea, \bar{a} — a-e, \bar{a} — ei, \bar{a} — ey

In the first three lists, mark the long vowels \bar{a} and circle the silent vowels.

- Write **sailor**, **located**, and **acres**, and beside each word, write its root word.

To the root word of **sailor**, add **ing**, **ed**, **s**.

To the root word of **located**, add **ing** and **ion**. Watch the final **e** of this root word.

- Learn to use your dictionary quickly. Locating a word in a dictionary can be done much more quickly, if you think of your dictionary being divided into three equal parts — **first**, **middle** and **last**. Then, each part of the dictionary will have words

beginning with about the following letters:

First

a b c d e f

Middle

g h i j k l m n o p

Last

q r s t u v w x y z

Write these three headings in your book and arrange the words of the list under the proper parts.

4. a. Add to words in the list to make new words meaning
- a cargo boat.
 - heavy waves at the ocean's shore.
 - a home on wheels.
 - what is left over in a division example.
- b. Add **ing** to **shape, break, trail, obey, paste, remain, shade.**
5. When **dis** is written in front of a word, it often makes the word mean the opposite. **Dis** can be used with two words in Row 2 of the list. Write these words. Make new words by using **dis** with each of them. Be sure you know what these new words mean.
6. a. Test yourself on these words. Write a word from the list for each of these.
- | | |
|--------------|--------------------------|
| • a box | • a measure of land |
| • cargo | • another word for glue |
| • a path | • out of the sunlight |
| • to stay | • one who goes to sea |
| • found | • to do what one is told |
| • to destroy | • form or appearance |
- b. Draw a box around the letter or letters in each word which spell **a**.

7.



What story is Sailor Bill telling Jim in this picture?

Write a short account of this story.

SINGULAR AND PLURAL

address

factory

secret

tax

benches

reply

pears

house

ranch

potatoes

errors

enemy

match

secretary

students

canary

tomatoes

cherries

You know that most nouns are made plural by adding *s* or *es*. How do you know when to add *es* instead of just *s*?

1. a. Look at one **push** — two **pushes**

one **watch** — three **watches**

one **dress** — many **dresses**

What ending is added to make these three words plural? Pronounce these singular and plural forms carefully. What happens to the number of syllables in these words when they are made plural?

REMEMBER — *es* is often added to the singular to form the plural when the *s* sound adds an extra syllable to the word.

- b. Four of the singular words in the list are made plural by adding *es*. Write these four singular words and then write their plural forms. Pronounce each word carefully.

2. a. Look at one **baby** — two **babies**

one **candy** — four **candies**

one **cry** — several **cries**

What is the last letter in each of the three singular words? Is the letter before that last letter a vowel or a consonant? How are these words changed to form the plural?

REMEMBER — words ending in a consonant and *y* form their plural by a bit of word arithmetic:
minus *y* plus *ies*.

- b. Write the four singular words in the list that end in a consonant and y, and beside them write their plurals.
3. Two other singular words in the list have not yet been written. Write these two words, and beside each write its plural.
4. Four words in the list are already plural. Write these four words, and beside each write its singular form. Use your dictionary if you are not certain.
5. What smaller word in the list do you see in the word **secretary**? Use this smaller word and **secretary** to show how important a secretary is in an office.
6. Write the words **Singular** and **Plural** on your page. Write each of the following words under one of these headings, and fill in the correct form of each word under the other heading:
address, benches, factory, match, potatoes, secretary, tax.
7. **Something extra to do**
Find the origin of the word **plural** in a dictionary. What word used in arithmetic has the same origin?

Perhaps you have a **canary** in your house. _____



The word **canary** is an interesting word. Strangely enough these beautiful singing birds received their name from a Latin word meaning **dog**.

These lovely songsters came first from the Canary Islands near the coast of North Africa. Huge wild dogs were also found on these islands. The Ancient Romans gave their word, **canis**, meaning **dog**, as the name for these islands. Thus **canaries** have a name that at first meant **dog**.

TIMBER!



Almost half the land in Canada is covered with forests. Two great industries use our forests: the lumber industry, and the pulp and paper industry.

Even the paper used in this speller comes from Canadian forests.

pine

foreign

logging

axe

lumber

industry

tractor

pulpwood

business

exports

busy

planed

beginning

begin

forgotten

planned

dropped

1. Special words

a. **foreign** — In this word is the smaller word **reign**, which means **to rule**.

Foreign means **under another rule or reign**.

Write **foreign**. Write another word formed from **foreign** to name a person who is from a foreign country.

b. **busy** — **business** — Write **busy** and **business**. How is the **y** in **busy** changed before **ness** is added?

Write **happy** and change it to the form ending in **ness**.

c. **industry** — Write its plural form.

Industry means **work**. Write the adjective formed from **industry** by adding **ous**. What happens to the **y**?

d. **lumber** — Add the word **man** to this word to name a person who sells **lumber**. Change **lu** to **ti** in **lumber** to name

very large pieces of wood. What does “**Timber!**” mean when it is shouted by loggers?

e. Five words have a vowel joined to r. Write these five words, drawing a line under the vowel and r.

2. a. Imagine a dictionary divided into three parts: a - f, g - p, q - z. Write these three headings across your page. Under these headings, write the words of the list, according to the part in your dictionary in which you would find them.

b. Write the words in the a - f and g - p rows in alphabetical order.

3. Four words have double consonants in the middle. Write these four words. Beside each of these words, write its root word.

Notice that each root word ends in a single consonant with a single vowel in front of it. Most of the time, this tells you to double the consonant to add endings.

Add **ing** to each of these words — **stop, let, get, run.**

4. Look around your classroom. Make a list of all the things that are made from wood, or are wood products.

5. If a piece of wood or a piece of paper could speak, what story might it tell? What is it used for now? How did it start out in life? What has happened to it since? What is likely to happen to it next?

Pretend that you are a piece of paper, or a piece of wood. Write your story.

REMEMBER —

Proof-read everything you write.

Write neatly.



LET'S LOOK AGAIN

A

sailor	voice	mistake
business	amount	lessons
piece	question	product
factory	secretary	potatoes
piano	tractor	industry



B

freight	divide	believe	obey	beginning
located	foreign	eighth	led	interesting

1. a. Write **Singular** and **Plural** at the top of your page. Write the words of Part A under **Singular** or **Plural**, and beside each singular, write its plural, and beside each plural, write its singular.

b. Write the ten words of Part B in alphabetical order.

2. Write the words that are connected with

a. music, b. arithmetic, c. work.

3. a. Write the five words that have just one syllable. Notice the soft sound of the letter **c** in two of these words.

The word for number 8 is seen and heard in two of these one-syllable words. Underline this part of these two words.

b. Find the two words that have four syllables each. Write these two words, dividing them into syllables.

4. Find and write a word that means

a. softly, in musical terms

b. from another country

c. a vegetable

d. an office worker

e. found

f. the start

g. a part of something

h. the same as error

i. the opposite of **answer**

j. a building

5. Seven words have the sound of the long vowel \bar{a} . Write these seven words and draw a line under the letter, or letters, that make this \bar{a} sound.

6. Arithmetic and spelling

Write each of these questions, and beside each write the correct answer:

a. interesting — ing + ed =

f. secretary — ary =

b. divide — de + sion =

g. obey — y + dience =

c. sailor — or + boat =

h. led — d + ader =

d. located — ed + ion =

i. mistake + n =

e. business — iness + y =

j. believe — e + ing =

7. a. Make a word from the root words in the list that:

- names a **freight** boat.
- tells the kind of question in which you **divide**.
- names what you **believe**.
- tells that something is not **interesting**.
- tells what you are in another country.
- names a person who plays the **piano**.
- tells that you are not **mistaken**.
- names the manufacturing of a **product**.

b. What words can you make from each of these? In making a word do not use any letter more often than it appears in the word from which you are working.

located

secretary

mistake

Extra Help

1.
 - a. Six words in the list have a vowel and **r** as partners. Write these six words. Draw a line under the **vowel** and **r**.
 - b. Five words have a consonant followed by **r**. Write these five words. Hear the consonant and the **r** working together. Draw a line under them.
 - c. Four words have a long **ō** sound. Write these four words and mark each **ō** long.
 - d. Three words have double consonants. Write these three words and draw a line under the twin consonants.
 - e. Write the words in which you can find these small words: **take, eight, mount, reign, begin, sons, duct, toes, be.**
2.
 - a. The vowels **i** and **e** when they are together in two of these words make the sound of **ē**. Write these two words and draw a box around these two vowels. Notice very carefully the order of these two vowels — which comes first and which comes second — in these words.
 - b. The sound of the long vowel **ē** is heard in five other words. Write these words and draw a box around the letters that make the **ē** sound.
3. Remember that **led** is the past form of **lēad**. What then does **lēad** mean? Show that you know the meaning of **led** by using it correctly to tell of a conductor and his orchestra.
4. Write each of these words and beside it write its root word:
beginning, located, interesting, eighth.
5. With a coloured pencil print the following vowel partners down your page: **ei, ei, ei, oi, ou, ai, ie, ie.**
With a regular pencil make words from the list by printing letters in front of and after these vowel partners. Try to do all or most of this exercise without looking at the list of words.

For Good Spellers

1. Many people work in our transportation systems. A **sailor**, for example, works on a boat. Make lists of other people who work in our transportation systems on land, on the sea and in the air.

2. A **sailor** may also, of course, be in the Navy. What are the names of the other armed forces of our country? What are the members of these other armed forces called?

3. The **piano** is just one of the many instruments of the orchestra. Write the names of some of the other instruments in the orchestra, and beside each word write the name given to the person who plays that particular instrument. Do not forget the person who leads the orchestra.

4. Fun with secret codes

Bgd bj dudqxsghmf xnt vqhsd
enq bnqqdbs rod kk hmf.

The words in this sentence are not incorrectly spelled. They are spelled in code.

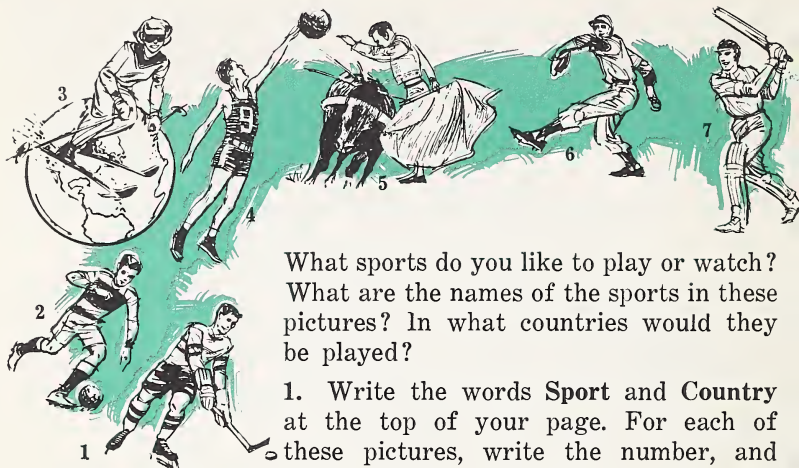
Each letter in these words stands for the next letter in the alphabet. This is the secret of this code writing.

Write what this coded message means.

You and your friends can have fun by using secret codes for secret messages. Of course you must spell the words in your message correctly, before using the secret code, or your readers will not understand what you are trying to tell them. Write what you plan to do after school today. Now write this using the secret code of this exercise.

What does the word **decode** mean? Check with a dictionary to make sure you are right.

SPORTS AROUND THE WORLD



What sports do you like to play or watch?
What are the names of the sports in these pictures? In what countries would they be played?

1. Write the words **Sport** and **Country** at the top of your page. For each of these pictures, write the number, and under **Sport** and **Country**, write the names of the sports and the countries in which they are played the most.

skis	threw	sport	score	bull
through	finally	toboggan	shouted	
captain	junior	course	passed	

crowd	senior	skiing
-------	--------	--------

2. One word in the list is plural. Write the singular form of this word and beside it, write the plural form again. Some of the other words in the list are singular. Write these singular words and beside each, write its plural.

3. Reading across the page, write the words of each row in alphabetical order.

4. Three words in this list show action in the past. Write these three words and beside each word write the form you would use to show action today. Add **ing** to these words. Write the forms of the three words that would be used with **have**.

5. Write the two words in the list that are pronounced the same. Words that are pronounced the same, but are not spelled the same and do not mean the same, are called **homonyms**. Show that you know the correct uses of the homonyms you have written by using them to tell about a baseball and a broken window.

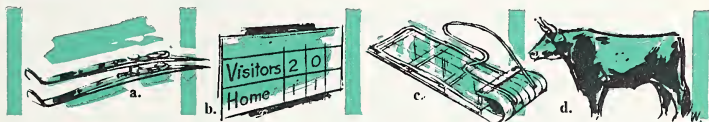
6. Write the root word of **finally**. Now, add **ly** to the root word. This explains why **finally** has **ll** in it.

7. Write each of these words. Say each word to yourself, and after the word write the number of syllables it has:

toboggan, course, junior, finally, captain.

Write each word in syllables.

8. Without looking at the word list, write the word for each of these pictures:



b. Write the words that mean:

- a path, • a younger person or team, • in the end.

9. Interesting word stories

- **toboggan** — from Canadian French, from the Algonquin Indians — a truly Canadian word.

- **skis** — from Norwegian, from Old Norse, usually pronounced **skēz**.

- **captain** — from the Latin word meaning **head**.

- **sport** — is the short form of **disport**. Disport comes from Latin and means to be carried away from work.

DID YOU KNOW?

- Ice hockey is Canada's national game and originated in Canada.
- Basketball was invented by a Canadian.
- Baseball was first an American game, and was played for the first time in 1839.

WORDS CHANGE WITH USE

The English language is not the easiest language to learn to speak. Many of our words change as we use them.

1. a. Write **built**, **spoke**, **fought**, **paid**. Beside each of these "past tense" words, write its "present tense" form.

b. **Remember**, **shine** and **fasten** show action today, or in the present. Beside each of these words write the form that shows action in the past.

c. Write the word from which **tries** is made.

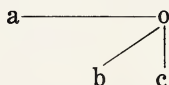
2. Write **slip**, **quit**. How does each of these words end?

fought	proud
remember	lonely
slip	close
paid	easy
fasten	
quit	
spoke	kick
tries	forgive
built	crazy
shine	

a. Add **ing** and **er** to each of these words. Remember to double the last single consonant before adding these endings. Add **ed** to **slip**.

b. Add **ery** to **slip**. Use this new word to describe something.

3. The four words in the second row are describing words — adjectives. They can be used to compare, or to make comparisons, for example:



a. If **a** is close to **o**, write a word to tell how close **b** is to **o**. Now write a word to tell how close **c** is to **o**.

Usually, in comparing two objects or persons, you must add **er** to the adjective. In comparing three or more objects or

persons, you add **est** to the adjective. Of course, if the word already ends in **e**, just **r** or **st** is added.

b. Under these headings — **Describing One, Comparing Two, Comparing Three or More**, write the forms of:

bright, cold, fast, dark, large, small, warm, proud.

4. a. The word **lonely** can also be used to compare. Do these arithmetic-spelling questions:

lonely — **y + i + er** = **Comparing Two**

lonely — **y + i + est** = **Comparing Three or More**

b. Make your own arithmetic-spelling questions for **easy, busy, and funny**, to show **Describing One, Comparing Two, Comparing Three or More**.

c. Write about these ideas:

- the pupil who is doing the most work in the class.
- one of two questions that was not hard.
- the picture in a book that made you laugh the most.

5. Make a chart like the one below and write in the missing words:

Today	With ing	Yesterday	With have
		spoke	spoken
slip			
		paid	paid
		fought	
shine			

6. Write the words of the first row in alphabetical order.
7. a. The letters **en** are often added to a describing word to make a new word. Write **bright** and **dark**. Add **en** to **bright** and **dark**, to make new words.
- b. From what word is **fasten** made? This root word does not in this case mean **quick**. Find in your dictionary the meaning of this root word that does apply.

LOOK YOUR BEST AT ALL TIMES



The words in this unit are connected with your dress and your appearance.

Many of these words have interesting origins.

- **mirror** — comes from a Latin word meaning to wonder or to look at.
- **socks** — comes from another Latin word meaning a kind of low-heeled, light shoe.
- **umbrella** — comes from a Latin word, **umbra**, which means shade.
- **collar** — comes from the Latin word, **collum**, meaning neck.
- **beads** — comes from an old English word which means **prayer**; strings of beads were often used in counting one's prayers.
- **zipper** — comes from the word **zip**.
This small word was "invented" to sound like something moving fast—zip! A fastener on clothing that works quickly and replaces buttons and laces was called a zipper.

	mirror		
ribbon	leather	gloves	comb
stockings	umbrella	shoes	bracelet
zipper	collar	beads	scarf
clothes	socks	perfume	slippers

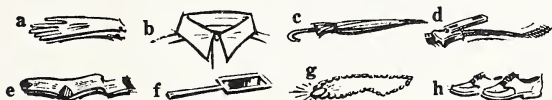
1. In Unit 15 you learned of three sections in your dictionary. Write headings for these sections and write each word from the list in the correct column. Write the words of each column in alphabetical order.

2. a. Write the words that have one syllable.

b. Write the other words that have more than one syllable. Divide each word into syllables.

3. Write the words in the list that are plural. Notice that the word **clothes** does not have a singular form. Beside these other plural words, write their singular forms.

4. Without looking at the list, write the word for each of these pictures.



5. a. Write the words in which you see **gl**, **br**, **cl**, **st**. Draw a line under these consonant blends.

b. Five words have double consonants. Write these five words. Draw a box around the double consonants.

6. This is a story told in pictures. Write the story in your own words.



Finish your story by telling what the next picture would be. Write neatly. Proof-read your story.

THE LONG



SOUND

There are many ways in which the sound of the long vowel \bar{e} is spelled in words.

ee

ea

y

e-e

ei

ey

ie

e

pioneer

movies

honey

steam

forty

speech

disappear

piece

least

neither

peas

sincerely

receive

sleeve

donkey

niece

pottery

1. Write ee, ei, ea, ey, y, ie, e-e, e down your page. Write each word in the list beside the correct combination. Draw a box around the letters that make the long \bar{e} sound.

Notice that two words have two separate long \bar{e} sounds. These words will be written in two different lists.

2. a. From the list write five-letter words which mean:

1. twice twenty

4. a part of

2. a food

5. a form of water

3. the opposite of most

b. Write words from the list which mean:

1. shows

4. a talk

2. a new person in a new land

3. to get or accept

c. What do you notice about the order of your answers in (a) and in (b)?

3. a. Write **disappear** and **sincerely**. Beside each, write its root word.

b. Letters placed in front of a root word are called a **prefix**, for **pre** means in front of.

Write each of these words and draw a line under the prefix: **disappear, untrue, incomplete.**

c. Letters placed after a root word are called a **suffix**.
Suffix comes from a word that means to **fasten on**.

Write each of these words and draw a line under the suffix: **sincerely, careful, happiness, fasten.**

d. Write **sincerely** again. Notice that the final **e** of **sincere** is not changed when **ly** is added. Why is the final **e** in **sincere** important?

4. a. When **i** and **e** are joined to make the long \bar{e} sound, they are usually written this way **ie** as in **believe, movies, chief, piece**. Write these four words and draw a box around **ie**.

b. But look at **receive** and **deceive**. When the letter **c** in a word is followed by the long \bar{e} sound of **i** and **e**, these letters are written **ei**.

A little rhyme about this long \bar{e} sound of **i** and **e** says, “**i** before **e** except after **c** . . .”. Write **receive, deceive, perceive, receipt**. Draw a box around the **c**, and underline **ei**.

c. Which word in the list does not follow this rule about the long \bar{e} sound of **i** and **e**? Write this word, and draw a box around **ei**.

5. Remember:

- **e** before **i** in **receive** and **neither**.
- the last, silent **e** in **sincerely**.

DID YOU KNOW?—

Pioneer originally meant, and still does in army talk, one of a body of foot-soldiers marching in advance with spades and other tools to prepare the road for the main group of soldiers. How do you suppose **pioneer** came to have the meaning we generally give it today?

BE PREPARED

Be Prepared is the motto of the Boy Scouts. Today over six million Boy Scouts are to be found in over sixty countries.



Younger boys join the Cubs, and girls the Girl Guides and Brownies. As Guides and Scouts, girls and boys learn a great deal about nature, taking hikes, camping, being helpful. Words like **honour**, **honest**, and **promise** mean much to Guides and Scouts.

	scout		
February (Feb.)	hike	honest	adventure
beginning	surprise	begun	howl
since	route	honour	tricycle
promise	trouble	group	

- Write the words in the list that have the vowels **ou**. Say each word to yourself. Notice the different sounds of these vowels. Draw a box around these vowels.
- Write the two words which each have two **s** sounds.
- Write the name of the month in this list. Beside it, write its short form. Divide this longer word into its syllables. Hear the first **r**. This letter is often forgotten in this word.
 - Write the name and its short form of:
 - the first school month
 - the first month of a new year
 - the Hallowe'en month.

Remember that the name of each month and its short form must begin with a capital letter. Remember also the period **■** at the end of each short form.

4. a. Write these words and beside each word write its plural form: **group, trouble, surprise, hike, promise, scout.**
b. Write the word meaning the start of something. Underline the double **n**.
c. Write the other word which comes from the same root as the word in **b**.
5. a. Add the prefix **dis** to **honest** and **honour**.
b. Add the suffix **— ly** to **honest**
 — **some** to **trouble**
 — **able** to **honour**.
c. Show that you know the difference in meaning between **honest** and **dishonest**.
6. **Route** is pronounced the same as **root**. **Root** is part of a plant or a simple word. What does **route** mean? Write **root** and **route**, and show the difference in meaning between them.

7. A GOOD DEED FOR TODAY

Use this as a title for your story about these pictures:



LET'S LOOK AGAIN



skis	since	through
route	mirror	scout
leather	fought	receive
quit	built	shoes
neither	toboggan	pioneer
promise	finally	collar
umbrella	sincerely	disappear

1. From the list, write the following:
 - a. three words that name people.
 - b. seven words that name things you can touch.
 - c. five words that name other things.
 - d. five other words that tell what you can do or what you might have done.
2.
 - a. Write the words that begin with s. Write them again in alphabetical order.
 - b. Write the words that have double consonants. Write them in alphabetical order, showing the division for syllables.
3.
 - a. Add **ing** to **disappear**, **promise**, **quit**, **receive**, **honour**.
 - b. Write the present tense forms for **fought** and **built**. Add **ing** to these new words.
 - c. Two words are plural. Write these words, and beside them, write the singular forms.
 - d. Write the plural forms of **scout**, **captain**, **promise**, **umbrella**, **toboggan**.
 - e. Write the word that sounds like **threw**, and the word that goes with **nor**.
 - f. Write the root words of **finally**, **sincerely**, and **disappear**.

4. Word arithmetic

shoes — s + lace =

skis — s + ing =

disappear + ance =

February — ruary + . =

built — t + d + ing =

5. Find and write a word that means:

a. an early settler

b. at last

c. to stop

d. to accept

e. from that time

f. made or constructed

g. the leader or head man

h. to vanish

6. Write the following words and mark each vowel long $\bar{}$, short \sim or silent \bigcirc : route, receive, quit, toboggan, pioneer, sincerely, disappear, captain.

7. Find and write words that would go with each of these words:

a. feet, b. tie, c. snow, d. rain, e. path, f. boat,
g. log cabin, h. Be Prepared.

8. a. Write the words in the list that have these consonant blends: sc, lt, br, pr, sk.

b. Another consonant blend is made by the sounds of **th** and **r**. Write the word that has this consonant blend. Draw coloured lines under all of these consonant blends.

9. Word riddles. (Use words from the list.)

a. I show you what you look like. What am I?

b. I am part of most shoes. What am I?

c. I provide shade and shelter. What am I?

d. My name comes from an Indian word. What am I?

e. I am a month in the year. What am I?

f. We are sold always in pairs. What are we?

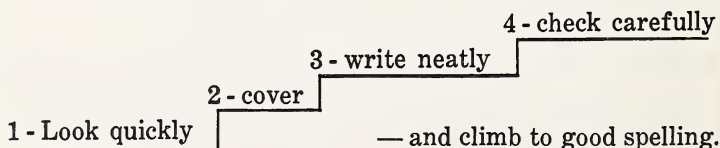
Extra Help

1.
 - a. The consonant **h** is often combined with **c, s, t, w**. Write the four words in which you see **th, sh**. Draw a box around these consonant partners.
 - b. Write the two words in which **gh** are silent. Draw a circle around these silent letters.
 - c. Write the two words which contain **our**.
 - d. In three words the letter **c** has an **s** sound. Write these three words and underline this **c**.
 - e. Write the two words in which the long **ē** sound is made by **ei**.
 - f. Write the words in which the long **ē** sound is made by **ea, ee, e-e**.
 - g. Write the words in which you see these small words: **cap, it, on, bog, in, or, ear**. Draw a box around each of these small words.
 - h. Write all the words in which you see twin vowels or twin consonants. You should write seven words.

2. Write and remember

- **Februuary**, the first **r**
- **sincerely**, the last **e**
- **receive**, the **ei** after **c**
- **toboggan**, the twin **g**'s
- **route, through** and **course**, the correct use of these words
- **since, sincerely, and receive**, the **s** sound of **c**

3. Test yourself on the words in the list. Follow these self-test steps:



4. Study the words in your own list, My Hard Words.

For Good Spellers

1. Words in this Review Unit are connected with Winter Sports, Clothing, and Boy Scouts.

Write these three headings at the top of your page and under them list five additional words that come to your mind as you think of these headings.

2. Use one of the sentences below as the first sentence in a story. Make your story as exciting as possible. Use your dictionary to check the spelling of any words you are doubtful about.

This was my chance to do my good deed as a Scout (or Guide).

As I stood at the top of the hill on my skis, I looked down into the valley below.

As I looked into the mirror, I began to see why my friends were amused.

Proof-read every word. Write neatly.

3. In language lessons the words **synonym**, **antonym** and **homonym** are used. If you do not know what these three words mean, look them up in your dictionary.

a. Write the following words and beside each write a synonym for it:

honour, sincerely, pioneer, collar.

b. Write these words and beside each write an antonym:

quit, receive, finally, honour.



c. Write these words and beside each write a homonym:

course, through, route.

4. **Something special to do**

In a large dictionary or reference book find the interesting stories behind each of these words: **sincere, captain, scout, quit.**

USING THE ' IN SPELLING

- The  is used in short forms to take the place of letters that are left out, as in **isn't**, for **is not**.
- The  is used to show ownership, as in the **girl's** book.

its	it's	beaver	soldier	granddaughter
treasurer		principal	won't	servant
native		captive	cousin	president
daughter		they're	doctor	parrot

1. Notice the two spellings of **its** and **it's**. Notice the use of **its** and **it's** in these two sentences:

- a. The dog wagged **its** tail. b. **It's** a lovely day.

Write **it is** and beside these words write the word from sentence (a) or (b) that is the short form for **it is**.

Write the word from sentence (a) or (b) that shows ownership. Perhaps you can make a rule to tell when to use the apostrophe in **it's**. Write your rule beginning with these words, "When the word **it's** is spelled with an apostrophe, **it . . .**"

2. a. **Won't** is the short form for **will not**. Actually, **won't** is the short form for an old saying, **woll not**. It is from this old word, **woll**, that **won't** gets the letter **o**. Use **will not** in a sentence. Write the sentence again, using **won't** in place of **will not**.
- b. **They're** is the shorter form for what two words? Write these two words, and write **they're** beside them.
- c. Write these words in a column. Beside each, write the short form using the apostrophe to take the place of letters that are left out: **cannot**, **I am**, **did not**, **of the clock**, **will not**, **have not**, **do not**, **we are**.

3. When we use the apostrophe in a word to show ownership, we have written the possessive form of the word.

- Look at the possessive form of these singular nouns:
the coat of the **boy** — the **boy's** coat
the shoes of the **principal** — the **principal's** shoes

What is added to show possession in most singular nouns?

- Look at the possessive form of these plural nouns:
the coats of the **beavers** — the **beavers'** coats
the truck of the **soldiers** — the **soldiers'** truck

What is added to show possession in plural nouns ending in **s**?

- Look at the possessive form of these plural nouns:
the hats of the **men** — the **men's** hats
the clothes of the **children** — the **children's** clothes

What is added to show possession in plural nouns **NOT** ending in **s**?

4. Write the correct possessive form of the following. Use the first one as your guide.

- | | |
|--------------------------------|-----------------------------------|
| a. the home of my cousin: | my cousin's home |
| b. the uniform of the soldier | f. the huts of the captives |
| c. the report of the treasurer | g. the car of the doctor |
| d. the purses of the ladies | h. the hats of the daughters |
| e. the toys of the children | i. the shoes belonging to the man |

5. a. Write these words in the plural:

beaver, treasurer, soldier, child, daughter, cousin.

b. Write the possessive form of the words you have written.

6. Write the word that means:

- | | |
|---------------------------|------------------------------|
| a. the same as Dr. | d. one who has been captured |
| b. they are | e. a relative |
| c. the girl in a family | f. a person in his homeland |

REMEMBER — it's only means it is!



A MARI USQUE AD MARE — FROM SEA TO SEA



These words in Latin are printed on Canada's coat of arms.

Canada truly stretches from sea to sea, from Newfoundland on the Atlantic to British Columbia on the Pacific.

In area Canada is the third largest country in the world.

Of Canada's ten provinces

- Quebec is the largest province.
- Ontario has the most people.
- Newfoundland is the newest province.
- British Columbia is the farthest west.

Mining, fishing, farming, lumbering and manufacturing have made Canada a rich country.

**British Columbia,
B.C.**

**Newfoundland,
Nfld.**

Ontario, Ont.

Quebec, Que.

population

eighteen

probably

surface

separate

interesting

mineral

Canadian

mining

production
American
ore



1. The names of four of Canada's ten provinces are in this list. Along with each name is its short form, or abbreviation. Notice the capital letters and the periods.

a. Write the name of the province which is farthest west. If you pronounce this name very carefully, you will spell it correctly. By using the first letter of each word, write the short form for this province.

b. Write the name of the newest province. Notice that this is a compound word. Write its short form, by writing the first letter of each of the small words that make Newfoundland plus the very last letter.

c. Write **Ontario** and **Quebec**. Beside each of these words, write its short form. How can you remember the short forms for these two names?

2. a. Write **surface** and divide it into syllables. Which of the syllables do you say more strongly? To show the correct pronunciation, this word could be printed this way: **SUR-face**.

Write **Canadian** and divide it into syllables. Which of the syllables do you say most strongly? Perhaps this word might be printed this way: **Ca-na-di-an**.

We say that we **accent** a syllable in a word when we pronounce that syllable strongly. In dictionaries, this **accent** is often shown by a small ' placed after the accented syllable, as **sur' face**, **Ca na' dian**.

b. Write **eighteen**, **mining**, **probably**, **separate**, **mineral**, **interesting**, **population**, in syllables. Say each word to yourself and place an accent mark ' after the syllable that is accented. Marking and noticing the accent marks will help you in pronouncing words.

c. Use your dictionary to check the syllables and the accent marks.

3. In your dictionary find two different pronunciations and two different meanings for the word **separate**. Show that you know how to use **separate** in these two different ways.

4. In what province do you live? What is its capital city? What is another city in your province?

DID YOU KNOW?

Quebec comes from an Algonquin Indian word which meant the narrow part of the river.

THE LONG ĭ

1. What do all the words in this list have in common?

blind	dining	tribe	ninth	
library	ninety	finally	divide	anxiety
quite	hive	price	quiet	license
		decided		

2. Write the word that means:
- | | |
|---------------------------------|-----------------------|
| a. before tenth | e. without sight |
| b. a home for bees | f. the cost |
| c. at last | g. a group of natives |
| d. the opposite of noisy | h. a home for books |
3. a. Write the words that have just one syllable. Now, rewrite them in alphabetical order.
- b. Write in syllables the words that have two syllables. Pronounce each word carefully. Mark the accented syllables with this mark ' .
- c. Write in syllables the words that have three syllables. Pronounce each word carefully. Mark the accented syllables.
4. a. Write **decided**, **dining** and **finally**, and beside each, write its root word.
- b. New forms. Write a word that means:
- a person who is **dining**, or the name of a railway car in which meals are served.
 - a person who is taking part in a **final** contest.
 - the result of **deciding**. (Notice the change from a long ĭ to a short ĭ in this new word.)

5. a. Adding endings

- **ness** to **blind** and **quiet**. How does adding **ness** change the meaning of these words? Show that you know what each of these new words means.
- **less** to **price**. Use this word to tell of a jewel.
- **ing** to **blind**, **divide**, and to the root word of **decided**. Watch the final **e** before adding **ing**.

b. Writing plurals

Write **price**, **library**, **hive**, and **tribe**, and beside each write its plural.

6. a. Write **quite** and **quiet**. Mark the **i** and **e** in each word long $\bar{}$, short $\underset{\sim}{}$, or silent \bigcirc . This is a good way to remember these two words. Use **quite** and **quiet** to show that you know the difference in meaning between these two words.

b. **Library** is a hard word for some girls and boys to say correctly or to spell. As you write this word, pronounce it clearly and hear its three syllables and all its letters. Write this word again in syllables.

c. Which words use the letter **c** to spell the **s** sound? Write both of these words and draw a box around the **c** with the **s** sound.

7. What kind of library do you visit?

Some children visit a travelling library called a bookmobile. Other children visit their town or city library, while still other children visit the library in their school.



Write a story telling about the library you visit. Give this title to your story: My Visit to the Library. What kind of library is it? What do you do there?

SYL - LA - BLES AND AC - CENTS

Ten of the words in this list have more than one syllable. One syllable in each of these words will be accented, and can be marked with the accent mark ' .

1. a. Write the one-syllable words.
 b. Write the other words in syllables. Pronounce each word carefully. Place an accent mark after the syllable that is emphasized as you say each word.
2. a. Write in alphabetical order the words in the list that you would find in these parts of your dictionary:

First Part	Middle Part	Last Part
a — f	g — p	q — z

- b. Use these alphabetical lists to check your work of exercise 1(b) in your dictionary.
3. Notice that each word in the list has a vowel followed by **r**. Write the words that have **ar**, **er**, **or** and **ur**. Draw a box around the vowel and **r** in each word.
4. Write the word that means:

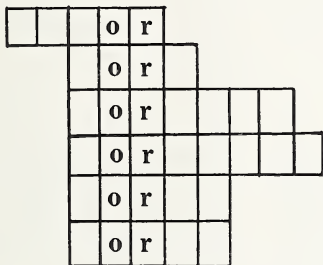
- | | |
|-------------------------|-------------------------------------|
| a. the opposite of best | f. what may happen to a balloon |
| b. a metal | |
| c. from another land | g. almost the same as usually |
| d. the engine in a car | |
| e. maybe | h. easily moved, like a small radio |

sugar
burst
motor
copper
generally
portable
worry
either
perhaps
worst
whether
sore
foreign

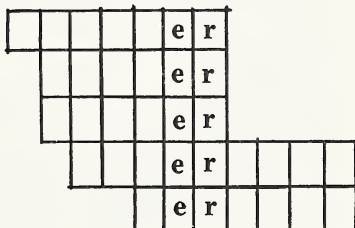
hardware
errand
feather
clover

5. a. Add the following endings to the word **worry**: **es**, **ed**, **ing**. Watch the final **y** of **worry**. How many syllables are in the word **worry + ing**? If you think of this, you will know what to do with **y** in this new word.
- b. **Worst** is used to compare three or more things. **Worse** is used to compare just two things. Use **worse** and **worst** to show that you know how to use them correctly.
6. Two words in the list are usually used with two other small words, **or** and **not**. Use **either . . . or** to tell of a choice in dessert at lunch. Use **whether . . . not** to tell of a trip that you might make. Draw a box around the **consonant and h** combinations in both of these words.
7. Write on your paper the words from the list needed to complete these puzzles:

a.



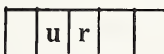
b.



c.



d.



8. The root of **portable** has the meaning **to carry**. Using suffixes or prefixes build three other words from the same root.

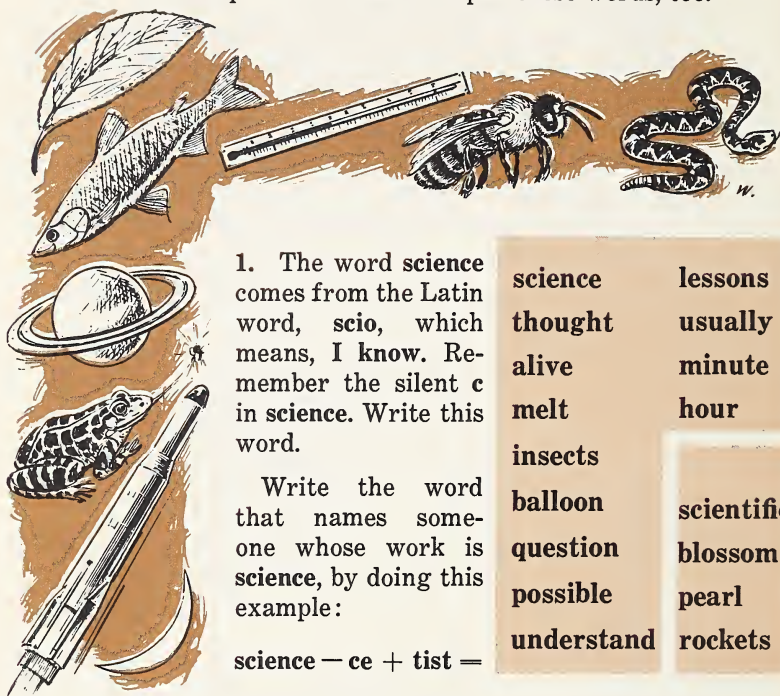
DID YOU KNOW?

copper comes from a Latin word for the name of an island which was famous for its copper mines, the island of Cyprus. Find this island on a map of the Mediterranean Sea.

motor comes from another Latin word meaning **to move**.

SPELLING IN SCIENCE

Many special words are used in science lessons. It is important to learn to spell these words, too.



1. The word **science** comes from the Latin word, **scio**, which means, I know. Remember the silent **c** in **science**. Write this word.

Write the word that names someone whose work is **science**, by doing this example:

science — **ce** + **tist** =

science	lessons
thought	usually
alive	minute
melt	hour
insects	
balloon	scientific
question	blossom
possible	pearl
understand	rockets

2. The body of an **insect** is divided into three main parts. The word, **insect**, comes from a Latin word which means “to cut in”, because the body of an **insect** seems to be “cut in” between the parts. Write the word **insects** in syllables and mark the accented syllable.

3. Using prefixes

- Write **im** in front of **possible** to make a word meaning **not possible**.
- Write **mis** in front of **understand** to make a word meaning **not understand**.
- Write **un** in front of the root word of **usually** to make a word that means the same as **strange** or **different**.

4. Using suffixes
 - a. Add **ful** to **thought** to make a word that means **with much thought**.
 - b. Add **able** to **question** to make a word that means **can be questioned**.
 - c. Add **able** to **understand** to make a word that means **easy to understand**.
 - d. Add a suffix to **hour** to make a word that means **every hour**.
5.
 - a. Add **s, ed, ing** to **melt** and **question**.
 - b. Add **s** and **ing** to **understand**. Write the past tense for **understand**.
 - c. Write **thought**. Use the present tense of **thought** to tell what you are planning to do after school today.
6. Under one of these words, **Singular** or **Plural**, write each of these words: **lessons, minute, insects, hour, balloon, thought, question**. Write the correct other form of each word in the space beside it.
7. Write the story of these three pictures:



Choose a good title for your story.

Use your dictionary to find the correct spelling of extra words you use in your story. Write these words in your list, My Extra Words.

REMEMBER

- the silent **c** in **science**.
- the silent **gh** in **thought**.
- that all these prefixes, **im, mis, un**, often mean **not**.
- **u** always follows **q** — **question, quite**.





LET'S LOOK AGAIN

	library	population	thought
	generally	ninth	science
	insects	cousin	whether
Newfoundland	probably	decided	possible
Quebec	either	soldier	ninety
Ontario	treasurer	portable	daughter
British Columbia	usually	mineral	separate

1.
 - a. One of the provinces of Canada has two words in its name. Write this name. Write its short form. Remember the capital letters and the periods.
 - b. Write the name of the province that means the "narrow water". Write its short form.
 - c. Write the name of the province in which the capital city of Canada is found. Write the short form for this province. Write the name of the capital city.
 - d. One of these provinces has a compound word for its name. Write this word. Write its short form.
2.
 - a. Write the four words that are names of people. Write the plural form of each word.
 - b. Write the root words of **generally**, **mineral**, **probably**, **treasurer**, **usually**.
 - c. What are the root words for these words: **separation**, **scientist**, **decision**, **librarian**? Write these four words and beside each write its root word.
 - d. Write the word that
 - means all the people of a town, city or land.
 - names ants, bees, and other tiny creatures.

- means **easily** carried.
- comes after **eighth**.
- goes with **not**.

- is 90.
- goes with **or**.

3. a. Write these words and beside each, write its plural:
thought, library, daughter, treasurer.
- b. One word in the list is already plural. Write it and then write its singular form.
- c. Make each of these words show ownership of the word that follows it: **insects** (wings), **cousin** (parents), more than one **soldier** (uniforms), **daughter** (name).
4. a. Write **library** and the words below it in syllables, and mark the accented syllables.
- b. Write **population** and the words below it in alphabetical order.
- c. Use any two words from the row that begins with **thought** to tell about one idea. Write neatly.
5. Without looking at the list, write the word that comes to your mind from these ideas:



- e. school subject, f. many books, g. keeps money,
h. girl in a family.

6. Using prefixes and suffixes

Write these new words. Think what they mean.

- **un** with **decided** and **usually**.
- **im** with **possible**.
- **ly** with **decided** and **possible**.
- **ful** with **thought**; then add **ly** to this new word.
- **less** with **thought**.

Extra Help

1. Thinking of consonants

a. Write all the words that have the consonant **c**. If the sound of **c** is hard like a **k**, print the letter **k** above it. If the sound of **c** is soft, like an **s**, print the letter **s** above it. If the **c** is silent, draw a circle around it.

b. Write the words in which a consonant and **h** are together to form a new sound. Draw a line under these two letters in each word. When the letters **g** and **h** are together, they often are silent. Write two words in which **gh** are silent, and circle these two letters.

c. Three words have twin consonants. Write these words, drawing a line under these twin consonants.

d. Find and write the words with the following consonant blends:

bl, tr, br, nd, pr.

Draw a coloured line under each blend. Hear the order of the consonants as they blend in each word.

2. Write and remember

- library, the **br** blend.
- ninety, the important vowel **e**.
- whether, the breath sound of **wh**.
- generally, the **ly** suffix.
- thought, the silent **gh**.
- science, the silent first **c**.
- usually, the **ly** added to **usual**.
- daughter, the silent **gh**.

3. Write the words in which you see and hear these small words:

nine-, -ate, port-, pop-, on-, -sure-, in-, -found-.

4. Thinking of vowels

Write all the words that have these long vowel sounds: a, e, i, o, u. Draw a box around the letter or letters that make the long vowel sound.

5. Thinking of consonants and vowel partners

The letter **r** is joined to the vowels **a**, **e**, **o** and **u** in many of these words. Write these words and draw a box around each vowel and **r**.

For Good Spellers

1. Write words, other than those in the list, for:

- Canada's other provinces and their abbreviations.
- other school subjects.
- other persons in a family.
- counting by tens to one hundred.
- other numbers like **ninth**, beginning with **first**.
- kinds of books in a library.

2. In Unit 26 you saw a picture of Canada's coat of arms. Each province and territory in Canada also has its own coat of arms. Write a short story to tell what Canada's coat of arms means.

3. In a book about Canada find answers to these questions:

- What is Canada's population?
- What date is Canada's birthday? How old is the Dominion of Canada this year?
- What are Canada's main ports on the Atlantic and Pacific Oceans?
- What is Canada's main waterway now called?
- Where in Canada would you find much ranching? large wheat fields? gold and silver mines? salmon fishing? the largest waterfall? coal mines under the sea?

Entitle your answers, Interesting Facts about Canada.

BE ALERT TODAY —

BE ALIVE TOMORROW

1. Write a safety slogan for each of these pictures.

2. Write the words that have the letter c. Draw a box around the c that is joined to h. Print a small s above each c that has an s sound. Print a small k above each c that has a k sound.

3. In **meant** and **tear**, the vowels **ea** have three different pronunciations. Write three sentences, each using one of these words, to show:

- the \bar{e} sound of **ea**,
- the \tilde{e} sound of **ea**,
- the \bar{a} sound of **ea**.

Underline these words as you use them and mark the vowels. **Meant** shows action yesterday (past). Its first four letters are its root word and show action today (present). Write **meant**. Mark the sounds of the vowels. Write and show that you know the correct spelling and meaning of the present form of **meant**.

danger
dangerous
accident
bicycle
terrible
lying
tear
moment
hospital
chance
meant
anxious
all right

law
ambulance
bump
lawyer

4. Write **bicycle** and **terrible** in syllables. Draw a line under the last syllable in each word. Write the two words again.

5. Write **all right**. Both **all right** and **all wrong** are written as two separate words. Write **all right** and **all wrong** again.

6. The root word of **lying** is **lie**. **Lie** has two meanings: (1) to rest, and (2) to tell a falsehood.

Its present and past forms depend upon its meaning.

<u>Present</u>	<u>with ing</u>	<u>Past</u>	<u>with a helper</u>
lie (to rest)	lying	lay	(have) lain
lie (to tell a lie)	lying	lied	(have) lied

a. Write the correct form of **lie** to tell each of these ideas:

- that a person had a rest yesterday afternoon.
- that a person has often said something that is not true.
- that a person is resting right now.

b. Write **lain** and **lies** to show that you know their correct use.

7. Write these words in syllables and mark the accent:

danger, dangerous, moment, hospital, anxious.

Check your work with your dictionary.

DID YOU KNOW?

ambulance comes from a Latin word that means **to walk**. At first, the word **ambulance** was used with the word **hospital** to mean a hospital that was moved onto a battlefield following an army. But today the word **ambulance** does not mean walking. It usually means a vehicle to carry sick or injured persons.

8. How good a newspaper reporter are you?

A newspaper reporter tells the **who, what, when, and where, how, and why** of an event. Pretend that you are a newspaper reporter, and write the story for your newspaper of this accident.



MORE SPELLING IN ARITHMETIC

In Unit 13 you studied words that are used often in arithmetic class. Here are some more arithmetic words:

ninety	ninth	eighth
couple	amount	nothing
twenty-four	two	eleventh
none	dozen (doz.)	seventy-five
twelfth	answer (ans.)	extra

- Two of these words have short forms. Write these two words, and beside them write their abbreviations. Do not forget the period. How many letters are in each of these abbreviations? Which letters are these? Underline these letters in the long forms.
- Write the words in which you see and hear these smaller words. Draw a box around the smaller word.
thing, nine, mount, eleven, one.
 - Write the two words that have hyphens.
 - Write the words for 74, 92, 22, 95, 72, 94, 25.
 - Write the two words that come after seventh and the two words that come after tenth.
- Write the word **two**, and beside it write another word from the list that means **two together**.
 - Write the word **none**, and beside it write another word from the list that means almost the same as **none**.
 - Select and write the word that means:
(1) more than is needed, (2) total quantity, (3) what you are to find in an arithmetic question.

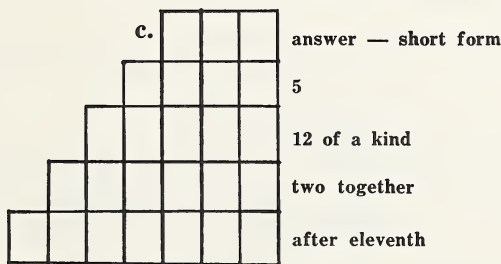
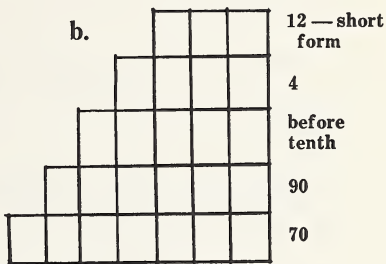
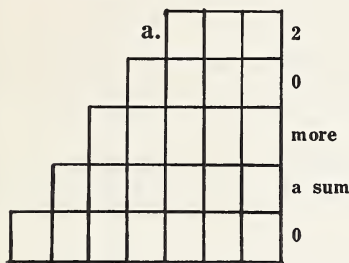
4. Find and write:

- three words with **ou**. Draw a box around **ou**.
- five words that have **th**. Draw a line under **th**.
- two words with **tw**. Draw a box around **tw**.

5. Write each of these words in syllables, and mark the accented syllable:

answer, amount, couple, extra, ninety, twenty.

6. Without looking at the word list, write on your paper the words needed to climb these stairs:



7. Use three words from the list to express one idea.

Try — **amount, eighth, extra**

— **twenty-four, dozen, two**

— **answer, couple, nothing.**

REMEMBER —

— the period after abbreviations.

— the hyphen in words like twenty-four.



DOUBLE CONSONANTS

disappear		appointed		disappointed
bill	hello	suppose	roll	office
riddle	swell	common	fellow	battle
pillow		rubbers		kisses

- What do all the words in the list have in common?
- Write the one-syllable words, and draw a line under the double consonants. How many one-syllable words did you write?
 - Write the other words of the list and divide them into syllables. Remember to divide words into syllables between the double consonants.
- What word am I?
 - When I happen to something it can no longer be seen.
 - I can be used instead of man or boy.
 - I go well with butter and jam.
 - By adding **r** to me I become an important person in the army.
 - Change my suffix to **ment** and I become a noun.
- Make new words:
 - Make two compound words from **battle** by using **ship** and **field**.
 - Make new words from **suppose** by changing the prefix to **ex**, **im**, **de**. Find the meanings of these words in your dictionary, and write one meaning opposite each word.
 - Do this puzzle to make a word that goes with a helper like **was** or **has**. Write **swell**; now, replace the **e** with **o** and add **en**. Write this new word and show that you know its correct use.

5. a. Swell has several meanings. What does it mean in each of these:

- A heavy swell made swimming difficult.
- The music swelled louder and louder.
- His injured elbow began to swell.

b. Why is it better to use other words in place of **swell** when talking about something that is very good or fine? Write three or four other words that would be better than **swell** to describe a story.

6. Test yourself on these words. Write the word that has:

- tt and means a fight in a war.
- pp and means sad or let down.
- pp and means named to a position.
- pp and means to go away.
- ll and means to tumble or turn over.
- ff and means a place where business people work.
- mm and means seen or heard often.

Draw a line under the double consonants.

7. Suppose

Suppose you are one of the children in this picture.



You have just uncovered a treasure chest that had been buried in the sand. Write the story of your adventure.

REMEMBER THE STUDY STEPS

Look. Say. Think. Write. Check. Practise.

WHAT'S YOUR HOBBY?

Every girl and boy should have a special hobby. Sewing and cooking, stamp collecting, model making, music, woodworking, and sports — all these are good hobbies. Make a list of other hobbies you know. Many of the words in this list are connected with hobbies.

thread
hammer
kitchen
built
during
pleasant
nail
sew
material
screw
basketball
fold
receive

hobby
chisel
drum
dancing

1. Write the word **material**. Write the other words that have two vowels together. Mark all the vowels in these other words.

2. a. Write **sew** and **screw**. Draw a box around **ew**. Write \bar{o} or \bar{oo} after each word to show how you pronounce these two words.

b. Add **n** to the word **sew** to make a new form that is used with a helper like **has** or **was**. Write this new word with a helper to show its correct use.

3. Write each of these words — **fold**, **nail**, **hammer**, **sew**, **thread**. Beside each word write its other forms using **s**, **ing**, **ed**.

4. Many of the words in the list have two uses. They name things, and they tell what is done with those things.

Hammer can mean
or what you do with it.



Write and show that you know two uses for each of these words — **thread**, **hammer**, **nail**. Use some of the forms that you made in Exercise 3, if you wish.

5. Write the words that have more than one syllable. Divide them into syllables, and mark the accented syllable. Write the words again.

6. Use the prefix **un** with **pleasant**, **fold**, **screw**, **thread**, to make new words. What does this prefix do to the meaning of these words? Write the suffix **ly** with **pleasant**. Use this word correctly.

7. On your paper write the compound words, or groups of words, suggested by the following:



a. finger —



b. — driver



c. spool of —



d. bill —

8. Write **receive**. Draw a box around **ei**. What rule will help you to remember that **e** comes before **i** in this word? Write **receive** again.

9. Test yourself on each word in the list:

1. Look quickly. 2. Cover. 3. Write neatly. 4. Check carefully.

10. What's your hobby?



Write a short story telling what your hobby is and why you like it.

Proof-read your story. Be right when you write!

CONSONANTS WORK TOGETHER

In words like **whom** or **cough**, consonants work together to make a new sound.



In some other words, like **answer** or **folks**, consonants work together but just one is pronounced.

Read carefully the words in this list.

would	whom	folks	lick
chocolate	laughed		everywhere
answer (ans.)	twelfth		shovel
hatch	cough		whether
chalk	bucket	click	crack

- Write the words in which two consonants work together to make a new sound. You should write nine words. Draw a box around these consonants working together. One word will have two boxes.
 - Write the four words in which two consonants work together, but just one is pronounced, the other is not. Draw a circle around the silent consonant.

Because **c** has both a **k** sound and an **s** sound, **c** is thought to be silent when **ck** says **k**.
- Write the words that have more than one syllable. Divide them into syllables and mark the accented syllable.
- Find in the list and write:
 - a compound word. Write two other compound words.
 - a word which has a short form. Write the short form, too.
 - a word which, when the last letter is taken away, becomes a word that means **to push**.
 - a word that sounds like **wood**, but is not spelled the same and has a different meaning. Use this word to show its correct meaning.

- e. two words which have the same two vowels together, but with different sounds for the vowels.
- f. another word with two vowels together, the first short and the second silent. Mark the vowels.
- g. a word which is formed from its root word by adding **m**.
4. a. Write the root word of **laughed**. Now add **ing** to this root word.
- b. Add **ing** to each of these words: **answer**, **cough** and **lick**.
- c. Write the past forms of **answer**, **cough** and **lick**.
5. a. **Hatch** can be used in two different ways:
 The  **hatch** on the boat was open.
 See the chick **hatch** from the shell 
- In the first sentence, **hatch** is a **noun**, and in the second sentence **hatch** is a **verb**. Write **hatch**.
- b. Write **answer** and show its use first as a noun and second as a verb.
- c. Do the same with the word **cough**. Underline **answer** and **cough** as you use them.
6. What word is each of these scrambles?

a. gh d e a l u

b. th l e f w t

c. ch l o o t e a c

d. sh l o v e

e. l o d u w

f. s r e n a w

g. k i c l

h. s k o f l

REMEMBER _____

Write carefully. Poor writing may mean spelling mistakes.



LET'S LOOK AGAIN



dangerous	accident	hospital
anxious	disappointed	receive
twelfth	laughed	material
suppose	built	pleasant
basketball	cough	chocolate
tear	none	ninety
whether	meant	disappear
ninth	amount	eighth
answer (ans.)		

1. Write **dangerous**, **disappear**, **pleasant**, **meant**, **eighth**, **ninth**, **twelfth**, and **beside**

each word write its root word. Change each root word back into the word in the list.

Draw a line through letters that are dropped. Draw a box around each prefix or suffix or letter that is added.

2. Find and write:

- three words in which **c** sounds like a **k**. Draw a box around the **c** and write a **k** above it.
- two words in which **c** sounds like an **s**. Draw a box around the **c** and write an **s** above it.
- two words in which the **f** sound is made by two other consonants. Draw a line under these two letters.
- one word that has two different pronunciations. Write this word a second time. Mark the vowels in both words.
- eight one-syllable words.
- one abbreviation. Write the long form beside it.

3. a. Adding suffixes
 - ly to pleasant, anxious, dangerous,
 - ance to disappear,
 - al to accident. Add ly to this new word.
- b. Add ing and ed to:
suppose, cough, amount, answer, receive, disappear.
- c. Do these arithmetic-spelling questions:

disappointed — ed + ing =

laughed — ed + ing =

meant — t + ing =

built — t + d + ing =
- d. Write these words and their plural form:
tear, cough, answer, hospital, material, chocolate.
4. Write in alphabetical order:
 - a. the three words that begin with d.
 - b. the four words that begin with a.
 - c. the three words that begin with n.
5. a. Select and write the word that can be associated with:

● candy	● worrying	● not safe
● a sport	● to vanish	● throat trouble
● to get	● very nice	● to be made
● no thing		unhappy
- b. Write all the words connected with arithmetic.
- c. Write all the words connected with safety and your health.

REMEMBER

- Check your spelling in whatever you write. **BE RIGHT WHEN YOU WRITE!**



Extra Help

Remember to study the words in your list,
My Hard Words.

1.
 - a. Five words have double consonants. Write these words and draw a line under these two letters. Divide these words into syllables.
 - b. Four words have the vowel partners **ou**. Write these words and draw a box around **ou**. Notice the different sounds that **ou** has.
 - c. Write the four words in which you hear the **long ē** sound. Underline the letters that make this **ē** sound.
 - d. Write the three words that have a **long ā** sound.
 - e. Write the seven words in which the consonant **h** follows another consonant. Draw a line under the consonant and **h** which make a new sound.

2. Some puzzles

Write words from the list as follows:

- a.
 - a seven-letter word beginning with **r**.
 - a six-letter word beginning with the last letter of the seven-letter word.
 - an eight-letter word beginning with the last letter of the six-letter word.
- b.
 - an eight-letter word beginning with **m**.
 - a seven-letter word beginning with the last letter of the eight-letter word.
 - a twelve-letter word beginning with the last letter of the seven-letter word.

3. What am I? Write my name.

- a. I am the last one in a dozen.
- b. I am what you are to find in an arithmetic question.
- c. I am ten less than one hundred.
- d. I give care to sick people.
- e. I am a terrible happening.
- f. I am seen when a person cries.
- g. I mean to guess.

4. a. Write in syllables: **dangerous, anxious, whether, amount, hospital, receive, material, pleasant, chocolate, ninety, answer.**
- b. Mark the accented syllable in each word. Check your work with your dictionary. Write these words again.

For Good Spellers

1. a. Write antonyms for the following words from the list: **disappear, dangerous, receive, pleasant, laughed, answer, disappointed, none.**
- b. Write synonyms for these words: **anxious, amount, built, suppose, tear, material, accident, disappear.**
2. a. **ough** is found at the end of many words. Write half a dozen words ending in **ough** that you know. Notice that **ough** changes sound from word to word. Check with your dictionary.
- b. Write four or five words that end in **-ceive**. What part of speech is each of these words? In place of **-ive** in these words write **-ption** to form nouns from these words.
3. **Tear** has two pronunciations depending upon the use that we make of **tear**. Make a list of at least four or five other words, each of which has different pronunciations for its two different meanings.
4. What other words come to your mind when you think of each of these words: **hospital, cough, accident, pleasant**? Write four or five words that have some relationship to each of these words.
5. Write as many words or phrases as you can find which mean the same as **dangerous**. List three adventures you know of in history which were particularly dangerous.
6. **Chocolate** is just one of the many foods that come to us from far-away lands. Make a list of several foods and spices that we import from other parts of the world. Beside each word in your list write the name of the country that supplies this foodstuff.

A VANISHING HERD



A hundred years ago large herds of buffalo roamed the western prairie regions of Canada. These animals provided the raw material for the clothing, food, and often the shelter of the Indians and early settlers.

The Indian hunters were highly skilled. Since their lives depended on the buffalo herds, they respected the animals. The hunter learned to crawl as close to the buffalo as possible, until he was almost among them. The huge beasts did not expect an attack, and were usually an easy prey as they stopped in the thousands, and drank at the scattered prairie water-holes.

buffalo

among

usually

herd

since

drank

meant

pawed

crawl

expect

region

skunk

colt

none

tear

raw

pigeon

1.
 - a. Write buffalo as many times as it appears in the story.
 - b. Which other words from the list are also in the story?
 - c. Which word from the list appears in the story in its plural form?
 - d. Write again all the nouns from the list which appear in the story.
 - e. Write the verb forms from the list which are also in the story.

2. Re-read the story carefully, and answer each question using at least one word from the spelling list.
 - a. Where did the buffalo live a hundred years ago?
 - b. How did the Indian hunter get close to the buffalo herd?
 - c. What did the buffalo mean to the Indian?
 - d. Where did the buffalo drink?

3. a. Write the root word of **usually**. Add a prefix to form a word meaning the opposite of the word you have written.
- b. Write **expect**. Form another word by adding the same prefix you used in 3a, plus the suffix **ed**. Use this new word to show its meaning.
4. Suppose that certain pages in your dictionary had these guide words:

collar	72	comb
--------	----	------

rate	285	realize
------	-----	---------

crash	88	crest
-------	----	-------

refresh	289	rein
---------	-----	------

exhibit	129	expense
---------	-----	---------

sill	320	sip
------	-----	-----

- a. On what page, and between what guide words, would you find: **raw**, **since**, **crawl**, **region**, **colt**, **expect**? Write each of these words, and beside it print the guide words and number of the page on which you would find it.
- b. Now write out the page numbers in full.
5. Find each of these other words in your dictionary: **tear**, **drank**, **meant**, **among**, **none**. Write the word, and beside it print the guide words and the number of the page on which you found it.
6. Where would you have to look for **buffalo** now? Find out what has happened to the buffalo in the past fifty years. Write the story briefly in your own words.

LONG BUT EASY SHORT BUT TRICKY

Many long words in our language are easy to spell. Some short words are quite tricky. Say the words in this list carefully to yourself; notice each letter in each word.

1. Write **decided**, **probably**, **disappointed**, **generally**, **business**, and beside each of these words write its root word. Write the word in the list again. Notice letters that are changed and letters that are dropped.

2. **Wednesday** can be a troublesome word to spell. Write **Wednesday**, underlining the first six letters. Write it again.

What is the short form for **Wednesday**? Write this abbreviation. Watch the capital letter and the period.

3. **Separate**, also, is a dangerous word. Write **separate** in syllables. Draw a box around the middle syllable. Write **separate** again.

Now do this question:

separate — e + ion =

Use this new word to express an idea.

magazine
generally
hospital
disappointed
business
probably
cabbage
decided
Wednesday
separate
Mr.
Mrs.
led
quit

twin
grapes
marriage
coconut
banana

4. a. **Mr.** is the abbreviation for **mister**. Write **mister**, and beside it, write its short form. Remember the capital letter and the period.

b. **Mrs.** is really the short form of the old word **mistress**. Write the short form. Remember the capital letter and the period.

5. Add **ing** to **disappoint**, **decide**, **separate**, **quit**. You may have to drop some letters and double others.

6. Write these words: **magazine**, **hospital**, **business**, **cabbage**, and beside each write its plural. Draw a box around the letters that you added to make these words plural.

7. **Led** is the past tense of **lēad**. Write **lēad** and **led** and show that you know their correct meanings.

8. Write **generally**, **magazine**, **hospital**, and **cabbage** in syllables, and mark the accented syllables.

9. Without looking at the list, write the word that

- a. names something to read.
- b. names something to eat.
- c. means perhaps or possibly.
- d. names a building.
- e. means apart.
- f. means to stop.



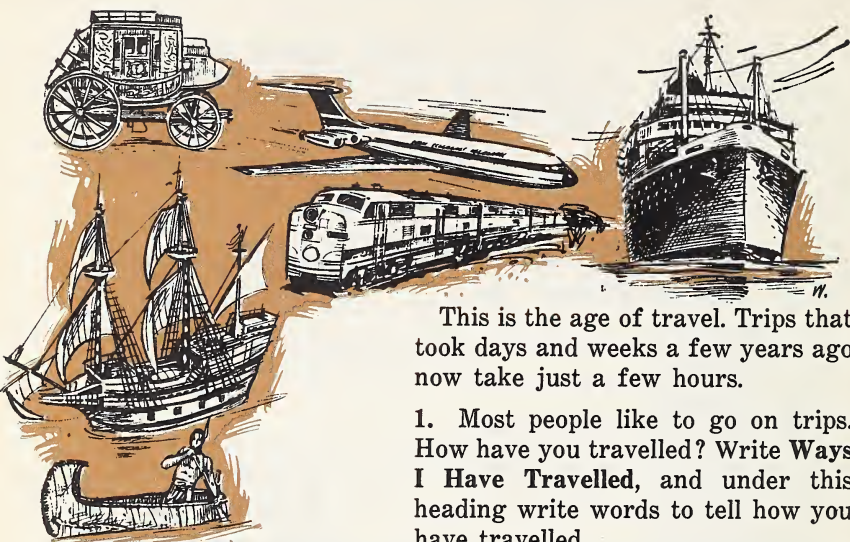
10. "At last Wednesday had come. Tom awoke bright and early. . . ." Use this sentence as the first sentence in a short story.

DID YOU KNOW?

magazine has come to our language through many other languages: French, from Old French and Italian, from Arabic. In the Arabic language, **makhazin** meant a storehouse, a granary or a cellar.

11. From this Arabic beginning of our word **magazine**, explain — why a type of book is today called a **magazine**, and — what part of a gun is called the **magazine**.

THE AGE OF TRAVEL



This is the age of travel. Trips that took days and weeks a few years ago now take just a few hours.

1. Most people like to go on trips. How have you travelled? Write **Ways I Have Travelled**, and under this heading write words to tell how you have travelled.

motel

leave

distance

canoe

welcome

police

hotel

package

paddle

course

to public

engine

helicopter

soda

bundle

savage

2. The tops of two pages in your dictionary might look like this:

owl

247

paint

poke

266

pond

- Write each of these words: **paddle**, **police** and **package**.
- Now, write after each of these words the guide words and number of the page on which you would find each of these words.

3. Answer these questions:
- Do the trains which pass through your town or city have diesel or steam engines?
 - How is a canoe made to move?
 - For what reason might the police stop a car on the highway?
 - What kinds of things do people sometimes leave behind at a motel?
4. Add **ing** to each of these words: **leave**, **paddle**, **welcome**. Add **ing** to **canoe**. Should you change the spelling of **canoe** when you add **ing**? The final **e** of **canoe** is very important.
5. a. Write **engine**. Add a suffix to name a person who works on engines.
- b. Write **distance**. Change the **ce** to make a word meaning at a distance.
- c. Write **police**. Make a compound noun by adding another word to **police**.
6. Three homonyms are **to**, **too**, **two**. **To** is in the list for this Unit. What does **too** mean? What does **two** mean?
Use all three of these words to tell about one idea.
7. Do you remember your first really long trip? Write a short story telling about getting ready for your trip, and what happened during the first day of the trip. Name your story, **Our Trip Begins**.

DID YOU KNOW? _____

welcome—really means one who comes to please another's will. It is an old English word that was once spelled **wilcuma**.

LET'S LOOK ONCE MORE



Ω ω

In Unit 1 you learned that our word **alphabet** came from the first two letters of the Greek alphabet, **alpha** and **beta**.

The last letter of the Greek **alphabet** is the letter called **omega** (ō' m ě g a or ō m ē g 'a).

It is shown in the picture. In English we often say "from a to z" or from "alpha to omega", meaning from the beginning to the end.

You have now come to the last Unit of Book 5.

Take a long, good look at these words. They are some of the important words in Book 5. Study them along with the words in your own list, My Hard Words.

library	hospital	Wednesday	course	pleasure
captain	separate	business	special	umbrella
science	anxious	receive	February	decided
material	foreign	dangerous	telephone	straight
disappointed	soldier	surprise	disease	fought

1. From the list write:

- soldier** and a word which goes with it.
- hospital** and a word which goes with it.
- surprise** and a word which goes with it.
- course** and a word which goes with it.
- dangerous** and a word which might be used in a sentence with it.

2. From the list select and write:
 - a. the names of two places.
 - b. the names of two people.
 - c. three verbs in the past tense.
 - d. two words which help to indicate the date or time of an event.
 - e. five words which can be used as adjectives.
3. Use the following pairs of words together, each pair to tell about one idea:
 - a. science and material, b. umbrella and disappointed,
 - c. receive and telephone.
4. Write the following words in a column, then write the plural form beside each word:
disease, surprise, library, captain, business, pleasure.
5. Remember what is used to show possession. Rewrite the following in shorter form:
 - a. the cap belonging to the captain.
 - b. the rifles belonging to the soldiers.
 - c. the business belonging to Mister Brown.
6. Make new words
 - a. Add a suffix to **straight** to make a verb.
 - b. Change the suffix in **disappointed** to make a noun.
 - c. Add a suffix to **foreign** to make a noun.
 - d. Add a three-letter word to **business** to make another noun.
 - e. Form adverbs from **separate**, **anxious**, and **special** by adding a suffix.
7. Words, syllables and accents
 - a. Three words have just one syllable. Write them.
 - b. Three words have four syllables. Write them.Divide them into syllables and mark the accents.

8. a. Write the word that means somewhat the same as:
- | | | |
|------------|------------------------|---------|
| • sickness | • concerned | • shock |
| • joy | • from another country | • chose |
- b. Write the word that means the opposite of:
- | | | |
|-----------|-----------|------------------|
| • pleased | • crooked | • ordinary |
| • give | • safe | • bring together |

Extra Help

REMEMBER —

Everyone can be a good speller by following the study steps on page 5!



1. Four words in this unit begin with **d**. Write these four words. Rewrite them in alphabetical order.
2. Write the six words in which you see the letter **c**. Draw a circle around each silent **c**. Now, mark a small **k** above each **c** that sounds like **k**. Mark **sh** above each **c** that has the **sh** sound.
3. Write the words in which
 - a. **gh** is silent. Circle these letters.
 - b. **ph** sounds like **f**. Draw a box around these letters.
 - c. consonants are blended with **r**, like **pr**. Underline these letters.
4. **Library, Wednesday, umbrella, February** are sometimes misspelled because they are not pronounced carefully and correctly. Say each of these words. Write these words. Mark the syllables. Write them again.
5. Write the words in which you see these vowel partners. Draw a box around them in each word: **ea, ai, ei, oi**.

6. Tell whether you would be **disappointed** or **not disappointed** if the following things happened:

- a. It rained on the day of a picnic.
- b. You couldn't visit your cousins who live in another town.
- c. You did not catch the mumps.

7. Write the plural form of:

soldier, surprise, umbrella, science, hospital.

For Good Spellers

1. Write **Wednesday** and its short form. Write the other days of the week and their short forms. Find and write the story of the word **Wednesday**.

2. Write **February** and its short form. Write the other months of the year and their short forms. Names of months have stories too. Find and write the stories of two months of the year.

3. Write each of these words across the top of your page: **umbrella, coconut, helicopter, pigeon**. Under each word, write four or five words that are suggested by this word.

4. Write the letters of the alphabet. Under each letter, write a number like this:

a	b	c	...	z
1	2	3	...	26

a. What words are these?

•	4	1	14	7	5	18	15	21	19
•	8	15	19	16	9	20	1	12	
•	6	5	2	18	21	1	18	25	
•	13	1	20	5	18	9	1	12	

b. Write your own puzzle for four other words.

FOR ALL SPELLERS

Things to Review in Book 5

• Units —

9	—	Health	25	—	The Apostrophe
13 and 32	—	Arithmetic	26	—	About Canada
14	—	Music	29	—	Science
19	—	Sports	31	—	Safety
21	—	Your Appearance	34	—	Hobbies
23	—	Scouts	39	—	Travel

• Interesting word-stories

	Unit		Unit		Unit
alphabet	— 1	good-bye	— 10	Quebec	— 26
ambulance	— 31	insects	— 29	science	— 29
angel	— 14	kindergarten	— 11	sir	— 4
beads	— 21	magazine	— 38	socks	— 21
canary	— 16	mirror	— 21	sport	— 19
carol	— 14	motor	— 28	umbrella	— 21
copper	— 28	piano	— 14	welcome	— 39
cough	— 9	portable	— 28	zipper	— 21

- Be sure that you know every word in the list of Most Commonly Misspelled Words which begins on page 107.

REMEMBER in all your school work —
Be Right When You Write.



THE 321 SPELLING WORDS IN THIS BOOK

- The number beside each word shows the page where it is first listed in this book. The symbol (†) marks words with a second spelling.

absent	24	buffalo	90	dangerous	76
accident	76	built	50	daughter	62
acres	38	bull	48	decided	66
addition	34	burn	12	disappear	54
against	24	burst	68	disappointed	80
airport	28	business	42	disease	24
alive	70			distance	94
alone	10	cabbage	92	divide	34
amount	34	Canadian	14	doctor	12
answer (ans.)	78	canal	6	downstairs	28
anxious	76	cane	10	dozen (doz.)	78
appeared	22	canoe	94	drank	90
appointed	80	captive	62	drill	6
awful	22	carelessness	24	during	82
awoke	10	case	38	dust	6
		cause	24		
balloon	26	celebrate	14	eighteen	26
barrel	12	chance	76	eighth	36
basketball	28	check	34	either	68
battle	80	cheer	26	eleventh	78
beads	52	chest	8	enemy	40
beans	20	chocolate	84	engine	94
beaver	62	clear	20	enter	12
beginning	42	collar	52	errors	40
begun	56	colt	90	escape	22
benches	40	common	80	everywhere	84
bent	6	copper	68	expect	90
bicycle	76	cough	24	exports	42
bill	80	count	34	extra	78
birch	12	couple	78		
blind	66	course	48	factory	40
brakes	10	crawl	90	fasten	50
British Columbia				fellow	80
(B.C.)	64	danger	76	figure	34

finally	48	joke	10	motel	94
fireplace	28	junior	48	motor	68
fold	82			movies	54
folks	84	kitchen	82	Mr.	92
foreign	42			Mrs.	92
forgotten	42	laughed	84		
fork	12	leader	36	nail	82
fought	50	leaf	14	native	62
freight	38	least	54	nature	14
French	8	leather	52	needle	26
		leave	94	neither	54
gain	20	led	36	Newfoundland	
generally	68	lessons	36	(Nfld.)	64
ghost	22	level	6	nineteen	26
gloves	52	lick	84	ninety	66
goose	26	lip	6	ninth	66
group	56	located	38	none	78
		logging	42	nothing	78
		lonely	50	notice	14
hammer	82	lumber	42	nurse	12
harvest	14	lying	76		
hatch	84			obey	38
heat	20	magazine	92	office	80
heel	26	maid	20	Ontario (Ont.)	64
hike	56	map	6	order	12
hive	66	match	40	owner	22
honest	56	material	82		
honey	54	meant	76	package	94
†honour	56	melt	70	paddle	94
horn	12	midnight	28	paid	20
hospital	76	million	34	paste	38
hotel	94	mineral	64	peaches	20
		mining	64	pears	40
illness	24	mirror	52	peas	54
inch	8	mistake	34	perfume	52
industry	42	model	6	perhaps	14
insects	70	moment	76	piano	36
interesting	36	month	14	piece	36

pine	42	route	56	spread	24
pioneer	54	rush	8	stage	10
plank	6			steam	54
plate	10	sailor	38	steel	26
pleasant	14	sale	10	stockings	52
pleasure	14	scared	22	such	8
police	94	scene	10	suppose	22
population	64	science	70	surface	64
portable	68	score	48	surprise	12
possible	70	scout	56	swell	80
potatoes	40	scream	22		
powder	22	screw	82	tank	6
price	66	secret	40	taste	10
print	6	secretary	40	tax	40
probably	64	separate	64	tear	76
product	34	serve	12	telegram	28
promise	56	seventy-five	78	telephone	8
protect	24	sew	82	television	28
proud	50	shade	38	terrible	76
public	94	shape	38	theft	8
		shed	8	they're	62
Quebec (Que.)	64	sheet	22	thought	70
question	34	shelf	8	thousand	34
quiet	22	shepherd	36	thread	82
quit	50	shine	50	throat	20
		shouted	48	through	48
railroad	28	shovel	84	tire	10
ranch	40	since	56	toboggan	48
raw	90	sir	12	tools	26
receive	54	skis	48	tractor	42
region	90	slip	50	trail	38
remain	38	socks	52	tramp	6
reply	40	sore	68	treasurer	62
ribbon	52	spear	20	tribe	66
riddle	80	special	36	twelfth	78
rip	6	speech	26	twenty-four	78
ripe	14	spoke	50		
roll	80	sport	48	umbrella	52

understand	70	wherever	28	worry	68
usually	70	whether	68	worst	68
voice	36	whom	84	yell	6
welcome	94	wire	10	zipper	52
		wore	22		

SECOND SPELLINGS

If your teacher allows it, you may use this spelling of the words listed below. Also listed is the number of the page on which the word first appears.

ax*	42
honor	56
licence*	66

*Extra Word

THE 120 EXTRA WORDS FOR GOOD SPELLERS

- Good spellers will learn many more than 120 extra words from the spelling exercises and other work, but these are included, in separate colour blocks, on the pages shown. The symbol (†) marks words with a second spelling.

adventure	56	coconut	92	granddaughter	62
ambulance	76	codfish	28	grapes	92
American	64	comb	52	grave	10
angel	36	crack	84		
anxiety	66	crazy	50	hail	20
†axe	42	crowd	48	Hallowe'en	22
				hardware	68
banana	92	dairy	38	helicopter	94
bare	10	dancing	82	herd	90
beets	26	discover	24	hobby	82
blood	26	division	34	howl	56
blossom	70	donkey	54	kick	50
border	12	drug	6	kindergarten	28
bother	8	drum	82	kisses	80
bracelet	52	duty	24		
bucket	84			law	76
bump	76	eraser	38	lawyer	76
bundle	94	errand	68	†license	66
bushes	14	especially	36	list	6
		exit	6		
canary	40			marriage	92
carols	36	feather	68	measles	20
carpenter	12	file	10	multiplication	34
chalk	84	fir	12	nephew	8
cherries	40	flu	24	niece	54
chew	8	fool	26		
chisel	82	forgive	50	ore	64
click	84			organ	12
clover	68			owe	14
cocoa	20	geese	14	owl	22

parrot	62	reindeer	38	slave	38
pawed	90	rockets	70	sleeve	54
pearl	70	rubbers	80	slippers	52
pigeon	90			soda	94
pillow	80	savage	94	streamlined	28
planed	42	scarf	52	students	40
planned	42	scientific	70	subtract	34
plus	34	seek	26		
pottery	54	senior	48	telescope	28
president	62	servant	62	tomatoes	40
problems	34	shadow	22	tricycle	56
production	64	share	38	twin	92
pulpwood	42	shin	8	vine	10
pumpkin	14	skiing	48		
		skunk	90	witch	22

260 MOST COMMONLY MISSPELLED WORDS

- Of all the words in Books 2 to 5 of the Macmillan Spelling Series, these are the ones which many pupils have the most trouble spelling correctly. You should know them all by now.

about	break	doctor
across	brother	does
address	brought	done
afternoon	built	don't
again	business	down
all right	busy	dropped
almost	buy	
along	cannot	early
already	can't	Easter
always	captain	easy
am	children	eighth
among	Christmas	enough
amount	close	every
answer	clothes	everybody
any	colour	excuse
April	come	
are	cough	father
arithmetic	could	February
asked	country	finally
aunt	course	fine
	cousin	first
balloon		for
basketball	day	foreign
because	dear	forty
been	decided	fourth
before	didn't	Friday
begin	different	friend
beginning	dining	from
believe	disappear	fun
bought	disappointed	
boy	divide	generally

getting	laid	our
goes	lead	out
good	led	outside
good-bye	lessons	
grade	letter	paid
guess	library	passed
	like	people
had	little	perhaps
half	loose	piece
handkerchiefs	lots	play
has		pleasant
have	make	please
hear	many	pretty
heard	maybe	principal
hello	meant	probably
her	minute	
here	Miss	question
him	morning	quiet
his	mother	quit
hope	Mr.	quite
hospital	Mrs.	
hour	much	raise
house	my	ready
how		real
	name	receive
I'm	never	remember
in	ninety	right
instead	ninth	
interesting	none	said
isn't	now	Saturday
it		saw
its	o'clock	says
it's	October	school
	off	seemed
just	often	send
	on	separate
knew	once	several
know	one	shoes

since
sincerely
soldier
some
soon
speech
store
straight
sugar
summer
Sunday
suppose
sure
surprise

teacher
tear
the
their
them
then
there
they
think

thought
threw
through
time
to
today
together
tomorrow
too
toward
toys
train
tries
trouble
truly
Tuesday
twelfth
two
uncle
until
us
usually
very

was
wear
weather
Wednesday
week
well
were
when
where
whether
which
while
white
whole
whose
with
woman
won't
would
write
written
wrote
your

TABLES OF USEFUL WORDS

DAYS OF THE WEEK

Monday	Mon.	Thursday	Thurs.
Tuesday	Tues.	Friday	Fri.
Wednesday	Wed.	Saturday	Sat.
	Sunday	Sun.	

MONTHS OF THE YEAR

January	Jan.	July	—
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May	—	November	Nov.
June	—	December	Dec.

PROVINCES AND MAJOR CITIES

British Columbia (B.C.)	Victoria, Vancouver
Alberta (Alta.)	Edmonton, Calgary
Saskatchewan (Sask.)	Regina, Saskatoon
Manitoba (Man.)	Winnipeg
Ontario (Ont.)	Toronto, Ottawa
Quebec (Que.)	Quebec, Montreal
New Brunswick (N.B.)	Fredericton, Saint John
Nova Scotia (N.S.)	Halifax
Prince Edward Island (P.E.I.)	Charlottetown
Newfoundland (Nfld.)	St. John's

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